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ABSTRACT

The feasibility of introducing a university training program for adult education in Hong Kong was investigated. A system approach to needs assessment was developed based on six steps: (1) identify problems based on needs, (2) determine a solution and identify alternatives, (3) select solution strategies from among alternatives, (4) develop the curriculum for the training program, (5) suggest administrative arrangements for implementation of the training program, and (6) recommend actions for program evaluation. The identification of problems was based on information from Hong Kong educational situations, British and Canadian universities, consultative groups, and related literature. Statistics showed a need for adult educators but not for regular and systematic training programs in Hong Kong. The university was indicated as the best place to train administrators and specialists who could, in turn, train volunteers and part-time teachers. Introduction of some basic courses in the existing Certificate in Education and Advanced Diploma in Education program appeared more favorable than introduction of a new program titled Certificate in Adult Education. Detailed curricula were developed for program electives; curriculum outlines were drawn for alternatives. Recommended administrative arrangements for program implementation were the hiring of two lecturers. Sample questionnaires for mid- and postprogram evaluations were suggested. The appendix constitutes one-third of the document and contains materials used in the study, including sample questionnaires. (YLB)

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ADMINISTRATIVE ARRANGEMENTS AND A CURRICULUM FOR A UNIVERSITY TRAINING PROGRAMME FOR ADULT EDUCATORS IN HONG KONG

Dissertation presented in part fulfilment of the requirements of the degree of Master of Education, University of Hong Kong.

SHAK Wai Han, Therese

1982

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ABSTRACT

The purpose of this study was to investigate the feasibility of introducing a university training programme for adult education in Hong Kong. This involved an examination of administrative arrangements which would be required and the actual development of a curriculum which would be suitable if such a programme were implemented.

A system approach to needs assessement was developed based on the following six steps: (1) Identify problems based upon needs (2) Determine solution and identify solution alternative (3) Select solution strategies from among alternatives (4) Develop the curriculum proper for the decided type of training programme (5) Suggest some administrative arrangements (6) Recommend actions for evaluation.

The identification of problems was based on information from the following sources: (1) Hong Kong situations (2) Information from British and Canadian Universities (3) Information through questionnaires and interviews from three consultative groups, namely: (a) the lecturers of the School of Education in the University of Hong Kong (b) the voluntary agencies receiving government subvention and (c) teachers of an organization providing a comprehensive programme (4) Information from related literature.

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Available statistics showed that there were over two hundred thousand people enrolled in adult education classes in 1980-81. There are approximately 1,680 organizations which could be potential providers of adult education, yet, there is no regular and systematic training programmes in Hong Kong and trained adult educators with overseas qualifications are less than a dozen.

It was found that provision and government funding for adult education is not enough and training for adult eductors is much needed. Opinions from literature and examples from Britain and Canada seemed to indicate that the university was the best place to train administrators and specialists who could in turn provide part-time and in-service training programmes for volunteers and part-time teachers.

Taking all the information and opinions into consideration, the decision arrived at was to suggest introducing in the University of Hong Kong School of Education the following: (1) an elective of fifteen to twenty hours duration in the existing Certificate in Education on one of the following topics: (A) An Introduction to Adult Education (B) An Introduction to Lifelong Learning. A detailed curriculum for both alternatives were developed. (2) an elective of 108 hours duration in the existing Advanced Diploma, titled "Studies in Adult Education" if new lecturers were employed, or an alternative titled: "Adult Education: Approaches and Management" if existing personnel in the School of Education, who were discovered to possess an interest in and qualifications for adult education, were deployed. Detailed curriculum for "Studies in Adult Education" was developed, and an outline for the alternative was drawn. (3) Master of Education to follow from the Advanced Diploma elective, an outline for which was drawn. (4) Certificate in Adult Education only when the time is ripe for it. A curriculum outline was drawn.

Administrative arrangements involving the type of programmes just mentioned, staff, facilities, finance and time were taken into consideration and suggestions made for implementation within the constraints of the School of Education in the University of Hong Kong.

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My sincere acknowledgement of thanks is addressed to the following people:

To my colleagues , the supervisors, principals and organizers of the seventeen day and evening Centres for Further and Adult Education of Caritas Hong Kong, who in the past thirteen years have been working with me, starting at one time or another to build up Caritas Continuing and Adult Education Service. They believe that some systematic and academic studies should be made on adult education in Hong Kong, and have given me all their moral support to make this attempt in the University of Hong Kong.

To my supervisor of this M. Ed. study, Dr. D. J. Thom, who though more than ten years my junior, did not hesitate to give me all the bitter and sweet in the process of putting this dissertation together.

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Finally, but not the least to my immediate boss, the President of Caritas Hong Kong, Rev. Father F. Lerda, who gave me the green-light for this study, and the Secretary General, Mr. Peter Cavaye, who did the proofreading.

I hope this study will pave the way for some systematic training for adult educators in Hong Kong, and prove a solace to all those good people who had spent time with me in the interviews and questionnaires.

CHAPTER I

INTRODUCTION AND BACKGROUND

1.1 Introduction

Adult Education has become a world wide movement especially important for nations which have newly attained their independence and have needed means to educate their people for a new order pertinent to the type of government running the states. Developing nations need it to solve their social, political and economic problems, be they related to agricultural or industrial, rural or urban communities. Hong Kong needs it to cope with the fast economic, social and neighbouring political changes, because education be it for adults or children is to broaden one's mind and develop one's faculty to cope with change. Adult education helps adults to adjust to change. Indeed adult education programmes are expanding, but there is no systematic training programme available for adult educators in Hong Kong.

1.2 Background to the Study

There are two main factors which greatly influenced the author's decision to take on this study: one is her work with Caritas Hong Kong which demonstrates a need for trained adult educators and the other is the subvention scheme which shows

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a lack of adult educators. Other facts revealing the need for trained adult educators are also present and will be shown, but these two are triggers for this study.

Caritas Hong Kong. In a voluntary organization like Caritas Hong Kong in which the author has been working for the last 13 years, the adult education programme started off as a response to the need of equipping the refugees from China in the 60's for jobs. The programme was vocationally oriented. Courses on commercial and technical subjects either in the form of individual part-time short courses or incorporated into an evening secondary school system or as full-time training programmes were the order of the day. But as demands became more diversified the types of courses also multiplied until the Annual Report of Caritas Continuing and Adult Education Service for 1980-81 contained a list of 150 courses grouped into the following categories:

1. Interest courses in Art, Music and Photography, etc.
2. Audio Video Media Production Courses in lighting, make-up and production techniques, etc.
3. Business Management and General Studies in Basic Marketing, Banking, Inventory Control, Publicity, etc.
4. Secretarial and Clerical Training Courses in Bookkeeping, Shorthand, Typewriting, Audio-Typewriting, Telex Operation, etc.

5. Hotel, Catering and Tourism Business Courses in Front Office Operation, Housekeeping, Hotel Accounts, Chinese Cooking, Western Cooking, Practical Tariff and Ticketing, etc.
6. Language Courses in English, Japanese, Mandarin and French, etc.
7. Religious Courses in Buddhism, Toaism and Christianity.
8. Adult Basic and Functional Literacy Courses for the underprivileged.
9. Social studies Courses in Psychology and Health, Interpersonal Relationship, Economic and Daily Life and Common Knowledge in Law, etc.
10. Miscellaneous Types of Practical Courses in Household Applied Electricity, Plumbing, Motor Car Maintenance, Furniture Making and Dress Making, etc.

The operations of the above courses are done within the following format:

1. Practical Evening Schools with subjects based on Hong Kong Certificate of Education Examination but with less lesson hours than in the normal day school.
2. Full-time day schools, but with curriculum and levels differing from secondary schools.
3. Multi-Media Educational Programme containing an open

secondary school with courses geared to the Hong Kong Certificate of Education Examination and other practical and interest courses, using correspondence, class tuition, tapes and telephone tuition system.

4. Extension Programmes by means of extension officers reaching out to the factories and firms to help them organize courses for their personnel either in relation to their jobs or to their personal development and interests.

The above subject areas and operational format are by no means exhaustive for the field of adult education. The programme in Caritas is quoted to show that it is the nature of adult education to be diversified and of a part-time nature, though specialization in a particular field and full-time courses are not excluded. Meeting societal needs is the key function of adult education. Indeed many of the above mentioned courses are done in the regular system of the Polytechnic and the Technical Institute, but many too were started by Caritas before they were offered by Polytechnic and the Technical Institutes; Hotel, Catering and Tourism, Publicity and Graphic Arts are examples. So it is difficult to pin down on just one type of adult education. What the field needs is well-trained personnel who understand the perspective of the field, the adult as learners, the organizational objectives for which they work and have personal qualities and right attitudes towards life-long learning, effective personal relationship and innovativeness.[1]

The expansion of Caritas Continuing and Adult Education Service[2] has been fast indeed. Courses grew from two or three types to over ten types and yearly enrollment from a little over a thousand to more than forty-four thousand, i.e. twenty-seven fold increase in twelve years. In 1980-81 it had over a hundred full-time staff and more than five hundred part-time staff, only two members have had university training in adult education. The need for some systematic training in Hong Kong is obvious. Up till the time of this study training on general principles and methods of adult education had been done through local and overseas seminars and conferences and in-service staff development courses organized on an in-service

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1. Alan Knox, Practitioner Proficiency, Year Book of Adult and Continuing Education 1980-81, p. 87, Chicago, Marquis Publications, 1981.
2. Appendix I, Caritas Continuing and Adult Education Service. Annual Report 1980-81, p. 8.

//

basis. The need for a university training programme in adult education is keenly felt, but none is available and that acts as a stimulant to start this study.

The Subvention Scheme. Another reason which propels the author to make this study is the subvention scheme. In 1979, following the policy on Adult Education[1] as set out in the White Paper on the Development of Senior Secondary and Tertiary Education a scheme of subvention[2] was put forth to subsidize voluntary agencies doing adult education. The Hong Kong Association for Continuing Education, the official representative body for adult education in Hong Kong made up of Institution Members and Individual Members, was asked to enquire

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1. White Paper on the Development of Senior Secondary and Tertiary Education, p. 19. Hong Kong Government, 1978.
2. Appendix II, Speech by A. J. Reeve, Acting Assistant Director of Education (Further) at the International Conference on Adult Education, September 18-19, 1979, organized by the Hong Kong Association for Continuing Education in Hong Kong.

how many organizations would be interested to apply and how much would be needed. A total of 695 questionnaires[1] were sent out to would-be interested organizations and influential personages on September 29, 1979, but only 38 returns were received, representing only 5.47% of the total. Among the 38 returns only 15 organizations were interested in applying for government subvention and requested a total of HK$1,640,450-. After vetting a total of HK$680,000[2] was granted to 12 organizations for 18 projects with the result that a large portion of the meagre amount (unofficially known to be 2 million Hong Kong dollars) set aside for the subvention scheme was returned to the government's coffer in 1980-81.

In 1981-82 the applications were not much better than the first year although the scheme had been widened to include more types of courses[1] only 18 organizations were granted subvention amounting to HK$1,022,000-, but estimated to be only HK$880,000- in actual, when the surplus from the previous years due to delay start of projects was deducted.[2]

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[1] Appendix III, Summary of the survey on application for government subvention for adult education 1980-81. Hong Kong Association for Continuing Education, 1979.

[2] Appendix IV, Copy of Education Department letter ED8/3002/78 Pt. II.

Among the reasons for not applying were the following:

1. The scheme was too narrow
2. There was no space or facilities
3. There was a lack of personnel
4. There was no interest in running adult education programmes, because there were other subvented programmes.

All the above four reasons would take a good amount of manpower, time and resources to verify through a good survey or two. But being backed up by a HUNCH which supports "a hen before the egg" theory, it was felt that the lack of trained personnel was at the base of the problem. The reasoning was that with a good group of sound professional adult educators, there would be no stopping in pushing the subvention scheme further and government policies wider. The problem of space and interest would also be dealt with at the proper quarters. If only more teachers and administrators could be trained then adult education would surely flourish in good time not only in basic education programmes but also all other programmes to meet the multi-facets of adult needs.

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[1] Appendix V, Guidance notes for voluntary organizations wishing to apply for a subvention for adult education activities (1981/82).

[2] Appendix VI, Copy of Education Department Letter ED/2075/80.

Therefore the training of adult educators was chosen as a subject for this study, titled: Administrative Arrangements and a Curriculum for a University Training Programme for Adult Educators in Hong Kong.

CHAPTER II

STATEMENT OF THE PROBLEM AND PURPOSE OF THE STUDY

2.1 Statement of the Problem

The main problem of this study was to find out if there were any identifiable needs for adult education and for trained adult educators and if so what kind of training programme would be best suited to meet the training needs and what administrative arrangements would be required for implementation.

2.2 Questions to be Answered

To solve the problem several questions had to be answered.

2.2.1 On adult education

i) Is there any identifiable needs for adult education in Hong Kong?

ii) How well have the needs been met?

iii) How much responsibility does government have in providing adult education service to the public (the provision of training included)?

iv) What is the level of financial help provided by government for adult education?

2.2.2 On training

i) Is there any problem with the teaching and non-

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teaching staff working for adult education (so that training is justified)?

ii) Are there any differences between teaching secondary school aged students and teaching adults?

iii) Is a corps of trained adult educators needed in Hong Kong for now and in the future?

iv) Should the Universities of Hong Kong provide training for adult educators?

2.2.3. On administrative arrangements

What is feasible:

i) By setting up a separate department to look after the needs of adult education in terms of training and research?

ii) By having some basic courses in adult education to be incorporated in the existing training programmes?

iii) How satisfactory is the present arrangement of courses in the existing programmes (so that, perhaps some forms of adult education training programme can be fitted)?

iv) Should some new lecturer rank members of staff be employed to teach adult education?

v) Is there any existing personnel resources to draw on?

2.2.4. On the curriculum

i) Should a totally new programme titled "Certificate in Adult Education" at the same level as the Certificate of Education be set up (or should some other programmes be set up)?

ii) What kind of courses is suitable for the curriculum?

The above questions form part of the attempt to identify as well as to quantify the need so as to offer some justifications for a curriculum for a training programme to be drawn up and certain administrative arrangements suggested for its implementation. They were formulated into questionnaires.

Other means of identifying the needs and getting ideas for the decision making process are done through analysis of the Hong Kong situations, getting information from overseas universities with training programmes and from related literature.

2.3 Purpose of the Study

The purpose of this study was to investigate the feasibility of introducing a university training programme for adult educators in Hong Kong. This involves an examination of some administrative arrangements which would be required and the development of a curriculum which would be suitable if such a programme were implemented.

To accomplish this a system approach suggested by the steps for Planning and Doing[1] given by Roger Kauffman and Fenwick W. England was adapted, details of which are explained in the next chapter.

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[1] Kauffman R., England F. W. Needs Assessment, p. 38, New Jersey, Educational Technology Publication, 1979.

CHAPTER III

CONCEPTUAL FRAMEWORK, METHODOLOGY, TERMS AND DELIMITATIONS

3.1 Conceptual Framework

A needs assessment approach

As a conceptual framework a system approach to needs identification, curriculum development and administrative arrangements for implementation had been drawn up based on ideas from Roger Kauffman and Fenwick W. England as they appeared in Needs Assessment[1] published in 1979 by Educational Technology Publication.

Kauffman and Fenwick drew up six steps in planning to:

1. identify problem based on needs
2. determine solution and identify solution alternatives
3. select solution strategies from among alternatives
4. implement

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[1] Kauffman R., England F. W. Needs Assessment, p. 38, New Jersey, Educational Technology Publication, 1979.

5. determine performance effectiveness
6. revise as required

In this study a six steps model[1] have been developed with emphasis being placed on the development of the training programme curriculum and the suggestions on administrative arrangements for implementations. The six steps are:

Step 1 Identify problem based on needs

Step 2 Determine solution and identify alternatives

Step 3 Select solution strategies from among alternatives

Step 4 Develop the curriculum proper for the decided training programme solution

Step 5 Suggest administrative arrangements for implementation of the training programme

Step 6 Recommend Actions for Evaluation

3.2 Methodology

The following methods were developed to implement the six steps derived from the conceptual framework.

Step 1 Identify problems based upon needs

Action 1 Find out possible source of information showing needs:

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[1] See Figure 1 on p. 24.

1. Hong Kong situations
2. Universities with training programmes for adult education
3. Consultative groups perceived needs
4. Related literature.

Action II Analyse results from possible sources of information to identify needs:

1. Analysis of Hong Kong situations
2. Analysis of information from universities with training programmes in adult education
3. Derivation of course titles for alternative choices
4. Analysis of consultative groups perceived needs
5. Analysis of choice of courses for Curriculum Planning
6. Analysis of Related Literature

Action III Summarize problems identified based upon needs

1. Adult educational needs based on Hong

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Kong situations

2. Adult educational needs and training needs based on consultative groups perceived needs
3. Training needs based upon Hong Kong situations
4. Training needs shown by information from universities
5. Training needs based on choice of courses
6. Training needs shown by related literature

Step 2 Determine solution and identify alternatives

Action I Decide on the training institution and the training programme

Action II Describe the set-up of the institution chosen and the programme frame

Step 3 Select solution strategies from among alternatives

Action I Provide rationale for solutions

Action II Summarize solution strategies

Step 4 Develop the curriculum proper for the decided type of training programme

- Action I Determine the curriculum frame
- Action II Develop complementary programmes
- Action III Develop the curriculum proper for the main training programme
- Action IV Suggest alternative programmes

Step 5 Suggest administrative arrangements for implementation of the training programme

- Action I Identify consultative groups perception of the administrative problems
- Action II Suggest administrative arrangements for implementation of the said programme

Step 6 Recommend Actions for Evaluation of the suggested programme

- Action I Identify an evaluation method
- Action II Suggest samples of questionnaire for evaluation

The above methods acted as guidelines for the subsequent chapters.

A conceptual framework is illustrated in Figure 1 on the next page.

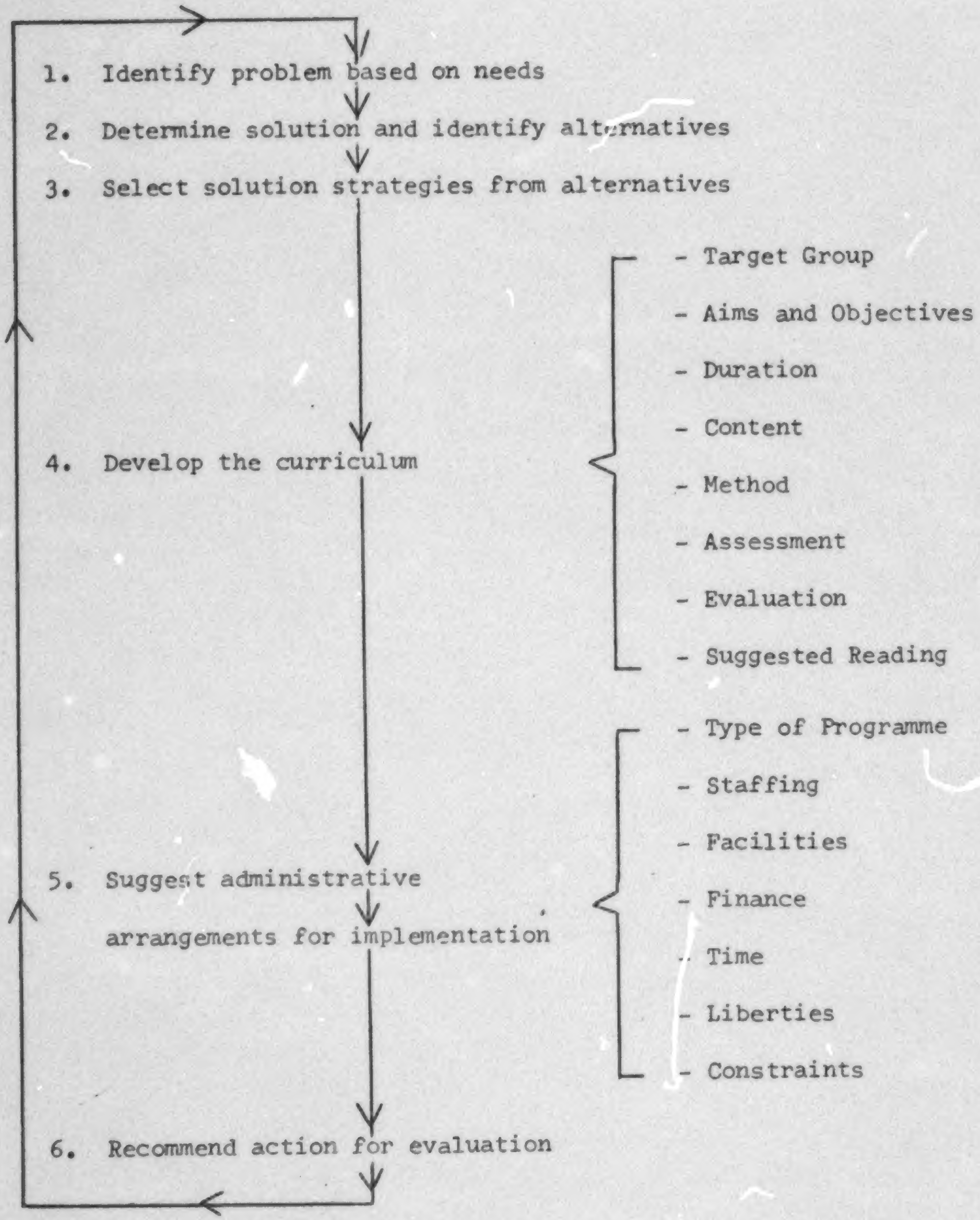
1. Identify problem based on needs
2. Determine solution and identify alternatives
3. Select solution strategies from alternatives
4. Develop the curriculum
- Target Group
- Aims and Objectives
- Duration
- Content
- Method
- Assessment
- Evaluation
- Suggested Reading
5. Suggest administrative arrangements for implementation
- Type of Programme
- Staffing
- Facilities
- Finance
- Time
- Liberties
- Constraints
6. Recommend action for evaluation

Figure 1. A Conceptual Framework on Curriculum Planning based on Needs Assessment

3.3 Statistics Used

Statistics only of a descriptive nature were used to analyse the results of the questionnaires formulated from the questions mentioned in Chapter II. Rank order was used on listing to show order of priority. Hypotheses were formulated and tested to find information on degree of sameness and difference, e.g., Formula for Z was used to find out if agreement of replies were significant, and chi-square (χ^2) to find if the frequency distribution of the expected replies were greater or smaller than the observed replies to see if they could be interpreted as being homogeneous, when the replies were more than one category.

3.4 Definition of Terms

3.4.1 Adult Education

What is adult education? Since the 60's several terms have developed such as:

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- retrieval education
- life-long education
- continuing education
- Education Permanent
- recurrent education
- out-of-school, etc.

Each term denotes a different aspect and emphasis. In this paper the UNESCO (ISCED) term is used which is "the same as out-of-school-education, meaning education provided for the benefit of and adapted to the needs of persons not in the regular school and university system and generally fifteen and older".[1] It may be given full-time or part-time. It is a comprehensive term covering:

- retrieval education, that is education to make up for loss of formal education during school age years. In this sense, an evening secondary school does retrieval education, for even though it may be following the curriculum of a public examination, the lessons are contracted and adapted to the short time afforded by the students.

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[1] UNESCO: International Standard Classification of Education (ISCED) Paris 1975.

- life-long education, meaning education is life long, from cradle to grave. Kindergarten, primary, secondary and tertiary education as have been generally understood are only part of life-long education.
- continuing education, meaning education after formal school system, and in developed countries it is used for even after tertiary education.
- Education Permanent which is a French term for life-long education.
- recurrent education, meaning going back to school to learn what has not been learnt and also to learn further.
- further education is more of a British term used for continuing education, but the starting level could be after secondary school or at tertiary level.

Adult Education is the umbrella term for the above, but within that term different types or programme areas can be operated, e.g.

- Adult Basic Education
- Commercial Education
- Industrial Education
- Occupational Education
- Family Life Education

- Leisure Education
- Education for the Elderly
- Consumer Education

The list can go on and on, and the types are not exclusive. Their creation depends on the emphasis and type of related courses offered in each programme area or types of adult education. A comprehensive programme such as that of Caritas Hong Kong can include many types. Some organizations would prefer to concentrate on one single type, e.g., The Consumer Council would concentrate on Consumer Education and may operate courses on that besides doing other activities.

The methods through which adult education programmes are operated can be called:

- non-formal education, meaning education using a variety of methods rather than chiefly class-room methods of regular schools, and it can be for in-school as well as out-of-school age group,
- distance education, meaning education done by distance methods including multi-media methods involving tapes, telephone, radio and television, and printed media as well as by correspondence,
- extension or out-reached education, meaning programme done outside the mother organization by reaching to different localities and for different groups of people.

3.4.2 Educators of Adults or Adult Educators

Who is an Adult Educator? In Malcolm Knowles' words "an adult educator is one who helps adults to learn."[1] He can be a/an:

- programme chairman
- discussion leader of
    - voluntary agencies
    - clubs
    - unions
- executive training officer or supervisor
- teacher
- administrator } of educational institutes for adults
- group leader

But not all of the above are aware of being an educator of adults.

Cyril O Houle sees adult educators in the form of "Pyramid of Leadership".[2] It consists of:

---

[1] Knowles, Malcolm. Modern Practice of Adult Education, p. 21. New York, Associate Press, 1974.

[2] Houle, Cyril O. The Educators of Adults, Handbook of Adult Education 1970, p. 109. U.S.A., Adult Education Association of the U.S.A., 1970.

- volunteers
- part-time adult educators with other related or unrelated full-time jobs
- full-time professionals and specialists

So an adult educator is one who helps adults learn, being employed as administrator, teacher, personnel training officer or leader, voluntary or paid, in educational institutions, voluntary agencies, clubs, unions, firms, factories and government departments.

3.4.3 University Training Programme

All educators of adults need to have some kinds of special training in adult education. However, each category of educators, i.e. volunteers, part-time and full-time, should differ in its training because of its nature of work. Basically the volunteers or lay educators should receive training from specialists in adult education in the form of in-service training, workshops or institutes. What they need is a general concept of adult education. The second category of educators in adult education should receive more in-depth training than the first group, whereas the full-time educators in adult education should go to a graduate school for in-depth studies.

C. Houle: "As in the case in main fields of work, the university is the major institution concerned with training educators of adults. While this function is still emergent, not being as crystallized in form as, say, the education of chemists, lawyers, or engineers, a general pattern of instruction is taking shape at four levels."[1] At the uppermost level. research-oriented doctorates in adult education are offered by some universities. At the second level, a professional-oriented master's degree or doctorate in adult education is offered at some other universities. At the third level, courses in adult education are being offered to persons who anticipate to become part-time or career leaders. At the fourth level, many universities or individual professors offer special training opportunities for part-time workers or volunteers.

In this study a university training programme is one which is offered in the university at levels leading to a degree, a postgraduate certificate or diploma.

3.4.4 Curriculum, Programme and other Curriculum Terms

According to Alan Thomas "Adult educators tend still to use the word programme in preference to curriculum in part because it contains more variables in practice than does the more formal system. In the formal system, place, time, and the organization of personnel are held relatively constant, while blocks of subject matter and exposure to them, generally described as curriculum, are altered. In adult education there are few constants of any kind, except an interest in learning or behaviour and change."[1] In books on curriculum there are more ways than one to define the term, some placing emphasis on the content, others on the instrument or process while others on the aims and objectives and the evaluation of what has been learnt.[2]

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[1] Houle, Cyril O. The Educators of Adults, Handbook of Adult Education 1970, p. 109. U.S.A., Adult Education Association of the U.S.A., 1970.

In this study, curriculum and programme are used interchangeably, for in a learning process it is difficult to assign the proportion of variables and formal elements to one or other of the term. So a curriculum or programme is the outline and content of a learning or study process with aims and objectives, contents, methods of teaching and learning, and evaluation of the outcome, for a target group of people whose educational background may be specified or non-specified.

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[1] Thomas, Alan, The Concept of Programme in Adult Education, Adult Education: Outline of an Emerging Field of University Study, p. 244. Edited by Gale Jensen, A. A. Liveright and Welbur Hollenbeck, Washington D. C. Adult Education Association of the U.S.A., 1964.

[2] Appendix VII, List of Curriculum Definitions.

As to the other curriculum terms[1] the following definitions have been developed for this study:

Level is a point or period in a developmental or learning process. Each level generally has a different target group of learners learning different things relevant to their need, e.g., Certificate of Education as a level in a training programme is for teachers while Advanced Diploma in Education can be for the training of either teachers or administrators. It is not necessary that administrators must first go through Certificate in Education, although the

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[1] Appendix VIII, W. F. Conwell: "A Glossary of Curriculum Terms" *The Forum of Education* XIV, July 1, 1955, p. 16-22. Reprinted by permission of the editor for the School of Education.

University of Hong Kong requires an equivalent qualification possibly for the purpose of standards, yet courses for one level may be taken by participants of another level as in the case of Canadian Universities where candidates for different levels have a common group of courses to choose from.

Core Course(s) is a course (or group of courses) of a subject (or subjects) compulsory to all participants of a learning level, e.g., Methods of Enquiry, Schools and School Curriculum, Principles of Education are core courses for Advanced Diploma in Education in Hong Kong University.

Elective is one or several groups of subjects built around a common area or type of studies to be chosen by participants at a learning level, e.g., existing Electives for the Advanced Diploma in Education in Hong Kong University are:

- Studies in Teaching and Learning
- The Teaching of English as a Foreign

Language

- The Management of Education
- Testing Measurement and Evaluation

Unit	is a subject within an elective or core course.
Subject	is a theme of knowledge under study.
Topic	is an item or aspect within the subject or theme.
Course	is the sequence of selected topics, subjects, or themes within a given period of time and syllabus.
Syllabus	is the boundary of knowledge to be learnt within a subject or theme.
Type or Area	is groups of courses having common characteristics and related educational purposes.
Project	is a planned undertaking consisting of a series of activities or studies often related to research, investigation or problem solving objectives.
Activity	compared with studies is more action oriented. It also has aims and objectives, contents and methods for the learning

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process and evaluation, for a target group of people. Emphasis is placed on things to be done. Activity often forms part of a project.

Study	is more theory oriented although activity may be incorporated as a part of the study.
Aim	is a long term goal.
Objective	is a short term goal.
Title	is the name given to a programme, a course, a subject, a project or an activity, etc.

3.4.5 Administrative Arrangements

Organizational matters relating to the implementating and functioning of the curriculum or programme, such as finance, staffing, facilities, time and space, constraints and liberties, are pertinent to administrative arrangements.

3.5 Philosophy Maintained

Why adult education? The philosophy is diverse and complex. In this dissertation two basic concepts are maintained for the philosophy of adult education.

1. That formal education is for the minority of the population and adult education is for the majority.
2. That education received from regular schools or

universities is not sufficient to last a life-time without addition to cope with this fast changing age of technology and socio-economic mobility.

3.6 Possible Assumption Bases

There was no sacred cow to the solution. The answers depended on the results of the inquiry. However there were:

3.6.1 Assumptions, Limitations and Delimitations on Training Needs and this Method of Research

This study was not done specifically to quantify the need for adult education in Hong Kong nor the need for special training of adult educators for that would be a research of a mammouth magnitude to be best undertaken by the government or some big agencies.

It could only expose the needs for adult education, and find out some general information on what people consider as differences in teaching secondary school age students in school and out-of school even though they are of the same age group and also adults of older age groups through a questionnaire. For there are many people who think that the differences are not marked and many who think they are marked.

This study did not set about to prove the differences. It could only identify some of the differences through the respondents. The many universities that have set up training programmes for adult education are backed up, no doubt, by such a belief that there are differences.

The need for trained adult education personnel was also identified from the following:

1. From examples of other countries expressed in different international conferences
2. From the non-existence of systematic training programmes for adult educators at the institutes of higher learning in Hong Kong
3. From the fragmented training courses occasionally offered by the voluntary agencies and the Department of Extra Mural Studies of the Chinese University of Hong Kong.

By limiting this study to a University Training Programme, the possibilities of training being done in other fashion were not precluded, e.g., through in-service training, conferences, in colleges of education, the Polytechnic and other institutes for education. Perhaps it was an old fashioned and traditional belief that training done in universities is usually more serious and carried with it all the recognitions necessary to set the field in a firm footing in Hong Kong that made the author decide to confine this study on a Training Programme in the Universities. But the groups of courses being proposed may also serve for contents of curriculum elsewhere.

As for Research Methods, one that was relevant and manageable within the resources of time and manpower was chosen, since this study was done on a part-time basis and the responsibilities of a full-time job could not be relinquished or lessened. Research methods requiring a good deal of computing and follow up not only would not have been feasible but would also have been too difficult for the following reasons:

1. Adult education is so diffused and fragmented that it has coherence only in the common function of helping adults learn, so it would have been difficult to draw up a representative sample of adult educators from the different areas of studies and interest.
2. The training of adult educator is so little known and understood that like a piece of good merchandise it has to be seen to be appreciated. So, as a start, an apriori method based on what is being done elsewhere and choosing whatever would be relevant to Hong Kong appeared to be more pertinent than going around trying to form a curriculum by asking for informations and opinions that are not there, except from a few selected groups of people who are supposed to have some knowledge of the field.

3. Many adult educators in the institutions that are providing adult education do not know that they are doing so because they are not calling it by that name, e.g., many teachers of technical institutes or training officers of factories and firms may never think of their work as adult education, and many of those teaching in tertiary educational institutes consider a training course for adult education in the sense of this study, unnecessary, if not worthless. They would rather go on comfortably in the way they are used to instead of undergoing any change. Therefore, a new training programme is only for the enterprising people, but it has to be available to prove its worth. Therefore, the important step seems to be to set up the programme based on some identifiable needs and let time and quality of the programme demonstrate the quantity of the need.

3.6.2 Limitation in the Title of the Dissertation

The title is:

Administrative Arrangements and a Curriculum for a University Training Programme for Adult Education in Hong Kong.

The problem area for this study rests with the key words in the title "Administrative Arrangements", "a Curriculum" and "a University Training Programme for Adult Education" "in Hong Kong".

Administrative arrangements generally include finance, staffing, facilities, time and space, constraints and liberties in the two Universities in Hong Kong, i.e. The University of Hong Kong and The Chinese University of Hong Kong. This study concentrates on the University of Hong Kong for reasons of convenience since proposal for one would benefit the other with due modifications, because both Schools of Education are equally subvented by the University Polytechnic Grant Committee (UPGC), therefore, the same amount of funds given to one will be given to the other as well. This study also explores the possibility within all the constraints and liberties of the University, hopefully not to upset the system right from the start and rousing unnecessary resistance to the change.

By "a Curriculum" and "a University Training Programme" the emphasis is placed on the contents of the series or groups of courses which can be offered in the University School of Education. These courses may be broken up for different levels such as at the Certificate level, the Advanced Diploma level and the Master in Education level. In fact, time and conditions may suggest that courses for different levels be interchangeable or chosen at liberty by the students. Moreover, these courses if not put on a university training programme may be used for a part-time or in-service training programme either singly or in groups.

The words "for Adult Education in Hong Kong" mean those general areas of knowledge in the Training Programme that are useful for the broadening of mind, concept and skill in dealing with adult education in Hong Kong for organizers or teachers. To cite a few examples, such areas of knowledge would be adult psychology, sociology of adult education, the designing of adult education curriculum or programme etc. Specialized subject areas, say, English, Metal-work, Electricity, etc. are not included. It may be assumed that the general areas of knowledge learnt from the Training Programme for Adult Education can be applied to the teaching or organizing of those specialized subjects like English, Metal-work and Electricity. Although training on specialized subject areas were also favoured. In fact, it is an up-surging trend to offer diploma and degree programmes at the university level in special types of Adult Education such as:

- Industrial Education and Training
- Nursing Education
- Health Education, etc.

which include such courses as adult psychology and methods of teaching adults as well as the teaching of subjects related to that special type of adult education.

In other words, the courses proposed for the Training Programme are also suitable for teachers of adult on specialized subject areas, although further specialization on teaching those subject area may be necessary.

The words "in Hong Kong" are taken to mean whatever is relevant for the Hong Kong setting, for example, the international aspect, the career and job oriented aspect and the social aspect of adult education. Although the leisure aspect is up and coming as had been stressed by Sir Jack Cater[1] at the 115th Congregation of The University of Hong Kong on March 5, 1982, yet it would take a good while for adult education to be a prevalent activity for leisure in the sense of the countries of the West. Therefore, no special emphasis has been put on that aspect.

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1. Appendix IX, Copy of South China Morning Post clipping reporting Sir Jack Cater's speech. Full speech to be found in University of Hong Kong Gazette Issue 30/4/82 Vol. XXIX, No. 5, p. 111-115.

CHAPTER IV

STEP 1 IDENTIFICATION OF PROBLEM BASED UPON NEEDS

4.1 Action I Find out Possible Sources of Information Showing Needs:

4.1.1 Hong Kong Situations

The information on Hong Kong were grouped under three aspects:

A. Situational demands for adult education in Hong Kong

B. The provision of adult education in Hong Kong showing need for trained adult educators

C. The provision of training for adult education in Hong Kong

4.1.2 Obtaining information from universities with Training Programmes for Adult Education

On November 25, 1981, letters were sent to 32 British universities and 32 Canadian universities,[1] based on CEA Handbook 1978,[2] and a list obtained from the National

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[1] Appendix X, letter to universities for prospectuses on Training Programmes in Adult Education.

[2] The CEA Handbook, published by Canadian Education Association.

Institute of Adult Education (England and Wales), asking for prospectuses of adult education training programmes. These were those universities with schools or department of education.[1] The reasons for choosing the British universities is obvious, because the University of Hong Kong is based on the British system. The Canadian universities were chosen for the purpose of having a wider reference, Canada being a part of the Commonwealth although their university system is akin to that of the U.S.A. The results were:

- 29 out of the 32 British universities responded, 23 of which enclosed prospectuses on Training Programme in Education and 11 had also sent prospectuses on Training Programme in Adult Education.
- 24 out of the 32 Canadian universities responded, 14 of which enclosed prospectuses on Training Programmes in Education and 10 had also sent prospectuses on Training Programmes in Adult Education.

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1. Appendix XI, list of universities responding to the request.

Obtaining more specific information on Training Programmes in Adult Education

On December 21, 1981, a more specific letter addressed to persons directly responsible for Training Programmes in Adult Education in the British universities was sent to ask for detailed information. The list was provided in Year Book of Adult Education 1981-82.[1] There are 14 universities listed as having "courses in adult education leading to diploma or higher qualifications". Eight responded with more details.

Developing a list of suitable course titles to be derived for alternative choices

From the information obtained from the universities a list of the titles of the courses contained in all levels of Training Programme was drawn up,[2] from which an appropriate list was derived to be incorporated into the questionnaire for the consultative groups mentioned hereafter, so that they form a section for structured questions.

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[1] N.I.A.E. Year Book of Adult Education, 1981-82, p. 73. England, 1982, National Institute of Adult Education (England and Wales).

[2] Appendix XII, List of course titles from the Programmes of British and Canadian Universities.

4.1.3 Consultative Groups Perceived Needs:

A. Selecting the Consultative Groups

For want of a planning team three groups of people, who would directly or indirectly be affected or affect the training programme to be proposed, were chosen to answer the above questions spelt out in the statement of the problem and based on the informations supplied by their replies the decisions on the curriculum and the administrative arrangements were made. Therefore, only in the light of a consultative team could the groups be called sample groups; otherwise they are best called consultative groups.

For a needs assessment Kauffman[1] suggested getting consultations from three types of people, i.e.

1. The community
2. The educators
3. The learners

In this study the consultative groups were almost like what Kauffman suggested. They were:

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[1] Kauffman R., England F. W., Needs Assessment p. 187, New Jersey, 1979, Educational Technology Publication.

1. The directors or their representatives of the eighteen voluntary agencies who were receiving government subventions for their adult education programmes. This group, although biased in favour of adult education could nevertheless be said to represent the community, for they all belonged to organizations whose main work is not adult education but essentially social work which has to be in touch with the masses.
2. The teaching staff of the School of Education in the University of Hong Kong (23 in number, excluding teaching consultants and assistant lecturers). This group of educators was chosen because they could be said to form 50% of all university trainers of teachers, since there are only two universities in Hong Kong and each has the same size of staff establishment in their School of Education. Indeed the teaching staff in the two universities might differ in their thinking on adult education yet it was necessary to decide on one of these two universities to suggest administrative arrangements as it would take too long to suggest for both, therefore, the University of Hong Kong was chosen. Being educators the teaching staff of the said School

could be relied upon to make sensible contributions to the planning process, and eventually might help out in the implementation process.

3. 20% of the teaching staff of the seventeen adult education centres of Caritas Hong Kong represented the learners or the prospective consumers of the training programme. This group was chosen because Caritas had a comprehensive adult education provision and received more than half of the subvention from the government subvention scheme for Adult Education in the academic year 1981-82.

The difficulty in choosing and drawing up consultative groups for this study rested in the general lack of knowledge on adult education as a field of study and on training as such. Therefore, the above groups were identified as being possibly helpful in the planning and decision making process.

B. Designing the questionnaires

The questions mentioned above were put in the questionnaires which fall into three lists I, II and

III. List I[1] is for the directors or their representatives of the 18 agencies receiving government subvention for adult education programmes. List II[2] was for the teaching staff of the School of Education in the University of Hong Kong. List III[3] was for the teaching staff of Caritas Continuing and Adult Education Service. Some of the questions in List I differed slightly from those of List II because of the nature of the interviewees. The interviews were semi-structured so that flexibility could be ensured, and the interviewees' feelings could be detected. The purpose of Questionnaire List I and II was to identify:

(a) The needs for adult education in Hong Kong

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1. Appendix XIII, Sample Questionnaire List I to the Director of Agencies or their representatives.
2. Appendix XIV, Sample Questionnaire List II to the teaching staff in the School of Education of the Hong Kong University.
3. Appendix XV, Sample Questionnaire List III to the administrative and teaching staff of Caritas Continuing and Adult Education Service.

(b) The needs for trained adult educators in Hong Kong

(c) Administrative arrangements and a curriculum for a university training programme for adult educators in Hong Kong.

List III consists mainly of a list of courses and an open question for the 20% of the teaching staff of Caritas Continuing and Adult Education Service to choose and make comments on a Training Programme for Adult Educators.

C. Interviewing the directors or their representative of the subvented agencies

An invitation from the Hong Kong Association for Continuing Education was sent to the 18 agencies'[1] receiving government subvention. The main purpose of the meeting was to discuss the subvention scheme. The author took advantage of the gathering and spent 20 minutes explaining the questionnaire List I and distributed to those agencies represented either by the directors or their representatives. Thus 14 agencies were taken care of in that way. All of them sent back their return. For those agencies without a representative, personal visits were made to their directors or persons directly in-charge of the subvented project on adult education. Two visits were

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1. Appendix XXIII, List of Voluntary Organizations receiving government subvention.

made. To the other two, the questionnaire List I was sent with an explanatory note, since the directors were inaccessible. No response was received from these. Therefore, the 16 responses amounted to 88.9%, and non-response 11.1%.

D. Interviewing the teaching staff in the School of Education

As a pilot process interviews with 8 of the 23 members of the teaching staff (excluding the consultants and honorary lecturers) were done between February 10-16, 1982 without the questionnaire. The interviews though interesting were rambling and not very systematic. Interviews with eleven of the staff were more systematic and done with the questionnaire. The interviews lasted from half an hour to a little over an hour depending on the interest shown on adult education by the interviewees. The questionnaire was then sent to those who were interviewed without it, as well as to the other four members non available for interview. Four responses were received bringing the total responses to the questionnaire to 15, i.e., 65.2%, and interviews to 19, i.e., 82.6%.

E. Obtaining information on choice of courses from the Teaching Staff of Caritas Continuing and Adult Education Service

Questionnaire List III was sent to a random sample of 20% of the teaching staff of the 17 day and evening Caritas Centres for Further and Adult Education. The total population being 496, the sample was 99 and the responses were 97%.

4.1.4 Identifying Related Literature

As there is a great scarcity in literature regarding the training of adult educators in Hong Kong, most of the related literature was chiefly focused on materials published by adult education associations from Britain, Canada and U.S.A., such as:

The National Institutions of Adult Education (England and Wales)

The National Association for Public Continuing and Adult Education (U.S.A.)

Adult Education Association of the U.S.A.

The College of Entrance Examination Board (U.S.A.)

others were:

The UNESCO publications

The International Council for Adult Education publications

As far as research studies are concerned there is very little literature related to the training of adult educators. In the University of Hong Kong, Lo Chan-Chee[1] made a study on Adult Education way back in 1958, but no mention was made on the training of adult educators in her M.A. Thesis.

Only two research studies were identified through the On-line Information Service of the University of Hong Kong, they were:

Unpublished Ed. D. manuscript, Brigham Young University, 1974	- Van Dyne, Robert Marion. Comparison of Student — perceived Attitudes of Teaching Effectiveness between Adult Education Instructors with Teacher Preparation Training and Adult Educators without Teacher Preparation Training.
Unpublished Ed. D. manuscript, University of Southern California, 1975	- Rupert, Robert William. A Model Teacher Training Programme for Full-time Adult Education Teachers.

As for Journals with research articles, the International Journal of Lifelong Education was published by the Falmer Press with P. Jarvis and J. E. Thomas as editors only in 1982. Volume 1, Number 1, 1982 was received by the author in March, 1982 and none of the articles was directly related to the training of adult educators.

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1. Lo Chan-Chee, Adult Education in China, M. A. Thesis, 1958, University of Hong Kong.

Since literature related to this study is scarce, the existing programmes run by overseas universities just mentioned were the main source of information.

An analysis of related literature relevant to the theme of this study is given in a later paragraph.

4.2 Action II Analyse Results from Possible Sources of Information to Identify Needs

4.2.1 Analysis of Hong Kong Situations

A. Situational Demands for Adult Education in Hong Kong

To understand the need for adult education in Hong Kong and hence adult educators it is necessary to know something about the population, the geographical, educational, political and socio-economic situations of Hong Kong.

Geographically Hong Kong, a colony under Britain since 1842, is located at the south eastern shore of China near the mouth of the Pearl River in Kwangtung Province. It has only 1,061 square kilometres.[1]

Small though Hong Kong is, it has a strategic position for trade and commerce. It is the gateway to China and is situated in the concourse of world traffic. It is also a free port.

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[1] Hong Kong Government, Hong Kong 1982, p. 227. Hong Kong Government Publication, 1982.

Being within easy reach of big world cities means being under a constant influence of international standards and changes, and that also means a great need to adapt and keep up-to-date. Adult education in the context of lifelong education provides one of the answers to meet this need. Courses geared towards career job betterment and productivity are examples, not to mention those courses related to hotel and tourist business. Although the adults who have to adapt are generally educated, many still need courses of a part-time nature to up-grade themselves.

Politically Hong Kong is in a most peculiar as well as precarious situation. Ever since China declared its open policy since the General Assembly of 1978 to the free world it has looked to Hong Kong for help towards the four modernizations in agriculture, industrial, science and technology and defense. Yet the lease for the New Territories is running out in 1997 and Hong Kong has to brave itself for whatever verdict China may pass on its fate hereafter. "Let's keep our nerve on 1997" said the Governor, Sir Murray

MacLehose speaking at the Chamber of Commerce Committee members' annual dinner on January 21, 1982.[1] It was necessary to "reconcile the understandable position of the Chinese Government on Hong Kong with the preservation of what makes its (Hong Kong's) contribution possible as a free port and an industrial, commercial and financial centre," he said.

In other words to keep Hong Kong as it is, it is necessary to maintain its usefulness to China as an industrial, commercial and financial centre. In simple words to keep far ahead of China in all aspects of development is a key to our survival. Adult education in the form of continuing education for professionals and technologists will be one of the methods for this rat race. A diversity of institutions offering different level of courses would be best to meet the variety of needs.

Economically because Hong Kong has a unique political socio-economic and geographical setting, especially after China has rolled up its bamboo curtain and opened its door to the free world, men of every nationality and trade seem to want to get a foot in Hong Kong.

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[1] South China Morning Post, P. 1, January 22, 1982.

"The growth of two-way tourism, the hotel trade, the banking and computer industries, the retail trade, containerization (which has made us the third largest and the world's fastest container port) have all served to broaden the base of the economy and to spread the load of Hong Kong's prosperity. In turn, this has made new demands for the training of skilled men and women to serve these various industries."[1] Training cannot be totally done on the job. Provision for training opportunities is essential.

The White Paper on The Development of Senior Secondary and Tertiary Education (October 1978) promised 63% full-time school education at post Form III level for school age groups, and 75%, if part-time places in technical institutes and adult education centres are added for 1981-82.[1] Provision of a diverse type of adult education may be in greater demand for the rest.

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[1] Robin Hutcheon, Chief Editor of South China Morning Post, Hong Kong 1981. A review of 1980, p. 13. Hong Kong Government, 1981.

As Robin Hutcheon says, "in education, this (i.e., the awakening interests and changing identity of Hong Kong people) called not just for more free places and for more openings in pre-primary and secondary schools, but better teaching, a far greater variety of courses, the lifting of the lid on senior technical and higher education and the expansion of adult education."[2]

To solve the problem of diversification for industries, the governor appointed a Committee "to advise whether the process of diversification of the economy, with particular reference to manufacturing industries, can be facilitated by modifying existing government policies in introducing new policies".[3]

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1. White Paper on The Development of Senior Secondary and Tertiary Education, Appendix 1. Hong Kong Government, 1978.
2. Hong Kong 1981, A Review of 1980, p. 8. Hong Kong Government 1981.
3. Report of the Advisory Committee on Diversification 1979, (opening page). Hong Kong Government, 1979.

This Committee among other things advised that "the government should embark on an in-depth study, aimed first at a clearer definition of the purposes of adult education and secondly, at its better co-ordination",[1] and as regards continuing education, "that the proposed Industrial Training Authority should seek to define a common objective for the future of management education and training."[2]

Socially, Hong Kong being small but with a large population of nearly 5 million people means its living conditions are necessarily crowded. Statistics in "Hong Kong 1981, A Review of 1980"[3] showed that 40.3% of the population are in public housing. This means almost two millions of Hong Kong's people are in crowded multi-storey flats of resettlement areas or housing estates.

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1. *Report of the Advisory Committee on Diversification 1979*, para. 395.
2. Ibid para. 418.
3. Hong Kong Goverment, *Hong Kong 1961*, p. 33. Hong Kong Government Publication, 1961.

Although the housing situation is better than 20 years ago, over-crowdedness still brings with it all the inherent social problems despite the fact that Hong Kong people are remarkably good at adapting to their environments. Adult education has a role to play in the preventive as well as remedial measures. Courses on family life education and multi-storey management are examples. The very fact of having to leave the house to participate in such meaningful activities as attending a course has several salutary effects:

1. It keeps one from going to otherwise undesirable places
2. It eases the overcrowdedness for the rest of the family after working hours by staying away from home
3. It brings improvement to one's work or leisure or attitude towards life
4. It helps to bridge the generation gaps by bringing parents back to learning situations, so that they can better understand their children.

Population-wise, Hong Kong has experienced a very abnormal growth since after World War II, having increased from 1,600,000 in 1946 to the present 4,986,560 according to the 1981 Census, i.e., it has more than trebled in 35 years.[1]

The rapid increase has been caused mostly by the inflow of immigrants, legal or illegal, mainly from China and partly from South East Asian countries, particularly from Vietnam in recent years.

The increase of immigrants, be they legal or illegal, have repercussion on the educational socio-economic situations in Hong Kong which in turn affect the need for adult education especially adult education in the area of vocational training and retraining to solve the problem of employability.

The population increase shows a big slant towards an increase of the adult population as revealed by the following figures:

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1. Hong Kong Government, Hong Kong 1981, p. 283. Hong Kong Government Publication, 1981.

Total population for 1981	4,986,560	
Total population for 1976	4,402,990	
Total increase	583,570	
0-19 decreased	56,058	
∴ actual total increase	639,628	
This figure of increase is reconciled by:		
Age 20-39 increase	460,765	(i.e. 37.20%)
Age 40-59 increase	70,025	(i.e. 7.7%)
Age 60-65+ increase	108,838	(i.e. 27.3%)
	639,628	

That means the adult population age 20 to 65 and over, between 1976 and 1981 has increased by 639,628 i.e. 25.12%. Particularly obvious is the age brackets of 20 to 39 and 60 to 65+ where the percentages of increase are 37.2 and 27.3 respectively. Adult education for both groups should be in different areas and with different emphasis and provisions should be made accordingly. Courses geared towards career training, citizenship and family life would be more suitable for the former and courses oh productive retirement, health, leisure and family relationship would be good for the latter. It is true that elderly people should organize themselves, but some help from a leader with knowledge of adult education is often needed.

B. The Provision of Adult Education in Hong Kong showing need for Trained Adult Educators

At present adult education courses are chiefly provided in educational institutions and welfare institutions. Those of the educational institutions are mostly of the formal type with some non-formal classes while vice-versa is true of those in the welfare institutions.

The type of programmes run by any one educational institution can be comprehensive or selective. Comprehensive programmes include all types of adult education while selective programmes are of a selected aspect.

Educational institutions with comprehensive programmes are:

The Extra Mural Departments of the two Universities

The part-time programme of the Polytechnic

The Evening Programme of the 7 Technical Institutes

The variety of programmes of Adult Education
Section of the Education Department

The 17 day and evening Centres for Further and
Adult Education of Caritas Hong Kong

Educational institutions with selected programmes are:

The language programmes of The British Council

The Alliance Francais and The Goethe Institute

The Cultural Section of the Japanese Consulate

The evening primary, secondary schools and schools for English only run by non-profit making agencies and profit making groups or individuals

The evening schools for commercial or practical courses run by the private sector and mostly on profit making basis.

Educational institutes are either autonomous or registered under the Education Department. Their situations are more defined and their courses more formal.

Welfare institutes providing adult education are more loose and difficult to define as their activities are more non-formal. Outstanding of these are Y.M.C.A. and Y.W.C.A.

It will take too long to list also those institutions not primarily for education but nevertheless provide adult education for the public or their employees, examples of these are government departments, firms and factories.

In the Handbook of Adult Education in U.S.A., 1970,[1] the following institutions and organizations were mentioned as providers of adult education, namely:

- Adult Education Institutions
- Colleges and Universities
- Community Colleges
- Public Schools
- Public Libraries and Museums
- The Co-operative Extension Service
- The Arm Forces
- Labour Union
- Business and Industry
- Religious Institutions
- Some other institutions

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[1] Smith, Robert M., Aker, George F., & Kidd, J. R. Handbook of Adult Education. New York: MacMillan Publishing Co. Inc. 1970.

The above list was not much different from what was stated in a prospectus for Master Study in Adult and Extension Education of Texas A. & M. University:

"Individuals from a number of agencies, institutions and programmes have found the Master's Degree in Adult and Extension Education a viable avenue for their professional development." The agencies, institutions and programmes included:

(a) Co-operative Extension Service
(b) Community Services and Agencies
(c) Governmental Agencies
(d) Colleges and Universities
(e) Continuing Education Programmes in Medical/ Health Fields
(f) Programmes for uneducated Adults
(g) Programmes for Older Adults
(h) Military Centres
(i) Religion Education
(j) Business and Industry
(k) Correctional Education

(1) Volunteer Agencies including Youth Agency Administration[1]

In Hong Kong institutions needing trained adult educators would not have been different, except adult education still remains largely an unfelt need. It would take a long time before such institutions in Hong Kong would realize it as a felt need judging from the poor response to the government subvention scheme.[2] The subtlety of any unfelt needs is the creation of a vicious circle. What is not expressed is often neglected. Perhaps the creation of a training programme for adult educators would help to break this vicious circle by having a corps of trained professionals to promote and meet the need of adult education in and through these institutions.

It is difficult and misleading to think of adult education in terms of supply and demand. There is a tendency for "the rich and highly educated members of society to avail themselves of most of the available services, and for the poorer and less educated not to participate"[1] and "adults who lack incentive to educate themselves and who are unaware of their needs or incapable of understanding them are, as a rule, those who received little or no basic training".[2] Suffice it to say that enrollment in the educational institutions to an approximate total of 230,768 is mounting.[3] Trained adult educators are needed if quality is our concern not just quantity.

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[1] Appendix XVI, Prospectus from Texas A. & M. University.

[2] Please refer to page 12.

It would be an area for a broad survey to quantify the need for trained adult educators of the educational institutions as well as other potential providers of adult education. In this study it was only possible to identify some of these types of institutions and their approximate number as follows:

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1. A Retrospective International Survey of Adult Education (UNESCO/CONFEDAD 4, p. 69).
2. UNESCO - general conference/8C (18C/28, p. 8, Art. 33)
3. Appendix XVII, (Enrollment Statistics in the Major Providers)

	Approx. No.
Labour Unions	206
Professional Associations	56
Social Welfare Agencies	138
Catholic Churches	66
Christian Churches	320
Adult Education Institutions (day and evening)	167
Institutes of Higher Learning (day and evening)	16
Governmental Departments	18
Factories with more than 200 employees	693
	1,680

Figures were not easily available. The above approximations were gathered from the following sources:

- Hong Kong Year Book 1981, published by Wah Kiu Yat Po
- Hong Kong 1981, A Review of 1980, published by Hong Kong Government
- Hong Kong Catholic Church Directory , 1982, published by the Catholic Truth Society
- The Directory of Adult Education, 1979, published by The Hong Kong Association for Continuing Education
- Directory of Hong Kong Industries, 1982, published by the Hong Kong Productivity Centre

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Since most of the figures were at best approximations detailed references did not seem necessary. Suffice it to say that if every year 40 graduate adult educators were produced by all levels from each of the two universities in Hong Kong it would take beyond this century to provide each institution mentioned above with one graduate. But the hard task ahead for those who understand the value of adult education is to produce the training programme, get government and institutions to support it, and the rest will come with the graduates promoting for their own course and awakening enthusiasm and the spirit of lifelong learning.

Were there existing personnel trained for adult education from overseas working in these institutions, one would ask. Social workers working in social welfare institutions might have had a course or two on adult education in their professional social work training. An unofficial count revealed less than a dozen trained adult educators in Hong Kong who had had full-time training of a year or more duration. They were dispersed among the following institutions:

- the School of Education and the Extra Mural Department of the University of Hong Kong,
- the Extra Mural Department of the Chinese University
- Caritas Continuing and Adult Education Service

- the Adult Education Section of the Government Education Department

It being too costly and inconvenient for any full-time practitioner to take long study leaves overseas, it is of paramount importance that training be provided in Hong Kong.

C. The Provision of Training for Adult Education in Hong Kong

In Hong Kong systematic training for adult educators is non-existent. There is no training programme for adult educators in the institutes of higher learning, namely, the colleges of education, the schools of education of the two universities and the polytechnic.

Fragmented training courses are occasionally offered by the voluntary agencies, the Department of Extra Mural Studies of The Chinese University, the Adult Education Section of the Education Department of Hong Kong and The Hong Kong Association for Continuing Education.

While 10 categories of staff shortages in adult education were listed in the UNESCO Third International

Conference on Adult Education held in Tokyo 1972,[1] namely:

1. Senior administrators and planners
2. Directors of training courses (trainers of trainers)
3. Researchers, statisticians and evaluators
4. Curriculum design specialists
5. Media specialists
6. Producers of materials including teaching aids and text books
7. Writers of suitable reading materials for neo-literates
8. Agricultural extension workers
9. Co-operative extension workers
10. Para-professional aids

Systematic training for the first two categories is important for the development of adult education in Hong Kong as a start.

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[1] UNESCO Third World Conference Retrospective Survey CONFEDAD/4, p. 57.

This need for training was again stressed in the UNESCO Regional Seminar on Adult Education and Development held in Bangkok, 1980.

"Training is vital for adult educators. It cannot be assumed that mastery and proficiency in content areas automatically qualifies an individual to be a teacher of adults. Experience though important must be matched with appropriate professional training."[1]

Although training should not be made an essential requirement for the teaching of adults, it is feasible and necessary that training of some form should be provided at different levels depending on whether a person is working part-time or full-time in the field. Subject specialists will need teaching techniques while administrators will need management techniques, but both should have some common knowledge on the philosophy, concept and perspective of the field and

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1. Paris, UNESCO, 1972, UNESCO. Prospect for Adult Education and Development in Asia and The Pacific, p. 41, Bangkok, UNESCO, 1981.

adult as learners. University training should cater for administrators and trainers of trainers, or teachers of teachers, which of course does not exclude those who want to become better teachers themselves.

4.2.2 Analysis of Information from Universities with Training Programmes for Adult Educators

Number of universities being asked:

British Universities 32 (100%)

Canadian Universities 32 (100%)

Number of universities replied:

British Universities 29 (90.6%)

Canadian Universities 24 (75%)

Number of universities with Postgraduate Training Programmes in Adult Education:

British Universities 11 (34.4%)

Canadian Universities 10 (31.3%)

The titles[1] of these training programmes and of the courses included in them were listed in Appendix XVIII (Master of Philosophy and Doctor of Philosophy and Doctor of Education were not tabulated, since this study was to make a proposal for up to Master of Education only.

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[1] Appendix XVIII, List of Universities with Training Courses for Adult Education.

From the long list of course titles[1] one could gather that each university tended to label its courses in its own way although the subject content might be similar, or not much different from those of some other universities labelled slightly differently.

The courses could be grouped under 11 categories:

A. History and Concept
B. Administration
C. The Adult Learner
D. Programme Planning
E. Method of Teaching and Learning
F. Assessment and Evaluation
G. Counselling
H. Special Types of Adult Education
I. Practical Work
J. Research Methods
K. Essays and Dissertation

The British Universities

There were certain tendencies in the choice of courses for the levels of Certificate and Diploma in Adult Education in the 10 British universities offering these programmes.

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[1] Appendix XII. List of course titles.

Postgraduate Certificate in Adult Education

These programmes were offered by 3 universities for degree holders. The aims as spelt out by one of these universities were to enable "students to develop appropriate knowledge, skills and attitudes so that upon qualification they will be able to perform the role of an educator of adults in their chosen sphere of work"[1] "and as a foundation for students wishing to proceed to advanced diplomas/master programmes in Education".[2] Aims were not spelt out by the other two universities.

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1. University of Surrey, Postgraduate Certificate in the Education of Adults prospectus.
2. Ibid.

The courses offered were:

Courses University	A	B	C	D	E	F	G	H	I	J	K
U7[1]	3	1	1	1	4		1		4	3	
U17	2	1	1		2				1	1	
U28	3	1	1	1					1	1	
Total	8	3	3	2	6		1		6	5	
Rank Order	1	5	5	7	2		8		3	4	

Courses of top 5 ranks were related to:

Rank

1	A	History and Concepts
2	E	Methods of Teaching and Learning
3	I	Practical Work
4	J	Research Methods
5	B	Administration
5	C	The Adult Learner

Certificate in Adult Education programmes for non-degree holders were not considered in this study. They were generally given by the Department of Extra Mural Studies or combined with the postgraduate programme but non-degree holders were issued a different Certificate.[1]

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[1] Codes for the universities can be found in Appendix XI.

Diploma in Adult Education

This programme under the same or slightly different names were offered to degree holders and practising adult educators. It was generally a one-year full-time or two-year part-time course. It was given in nine universities with aims generally not spelt out. Those spelt out were phrased in broad terms such as "The course is intended for experience persons involved in the education of adults, as teachers (at any level), organizers, advisers, administrators. The course elements allow for individual adjustment to suit experience and requirements"[2] or "to relate educational theory to current practice; to develop an understanding of the community and social basis of educational and recreational activities; to develop skills in management of educational, training and

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1. The programmes at the University of Cardiff was an example.
2. Prospectus from University of Manchester and Diploma in Adult Education.

community development programmes for adults and young people"[1];

or

"(a) to further professional competence, confidence and knowledge;

(b) to develop criteria which will help students assess their own teaching and administrative roles in relation to a complex and changing society."

On the whole these programmes seemed to suit both teachers and administrators.

The courses offered were:

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1. Prospectus from University of Southampton in Part-time Diploma in Advanced Educational Studies: Adult and Community Education.

Table 1

Courses offered in Diploma in Adult Education Programmes in British Universities

Courses / University	U10	U12	U15	U17	U19	U20	U25	U28	U30	Total 9	Rank
A	5	3	3	3	4	2	2	2	2	26	1
B		1	1	1		1		2		6	4
C	1		1	1		2			1	6	4
D								2	1	3	7
E	2	1		2	2	2	2		2	13	2
F		1	1							2	8
G								1			11
H			1	2	3	3	1		3	13	2
I							1			1	10
J	I			1		1			1	4	6
K	1		1							2	9

Courses of top 7 ranks were related to:

Rank		
1	A	History and Concepts
2	E	Methods of Teaching and Learning
2	H	Special Types of Adult Education
4	B	Administration
4	C	The Adult Learner
6	J	Research Methods
7	D	Programme Planning

Master of Education

The Programmes leading to the degree of Master of Education were usually a follow-up of the Diploma in Adult Education Programme taking one year full-time or two year part-time studies. These programmes generally aimed at developing expertise in some specialized field. They were offered in nine universities courses varied from one university to another with different emphasis on core and optional courses. Tabulated on topic basis they appear as follows:

Table 2

Courses offered in Master of Education Programmes in British Universities

Courses / University	U10	U12	U16	U17	U19	U20	U24	U25	U28	Total 9	Rank
A	3	3	3	4	3	2	6	2	4	30	1
B		1			1			1	1	4	4
C			1		1	1	1	1		5	3
D							1	1	1	3	6
E	1	1			1					3	6
F											
G							1			1	9
H							3			3	6
I									1	1	9
J	1	1					1	1		4	4
K	1	1	1	1	1	1	1	1	1	9	2

Courses of top 5 ranks were related to:

Rank

1	A	History and Concepts
2	K	Essays and Dissertation
3	C	The Adult Learner
4	B	Administration
4	J	Research Methods

The general emphasis appeared to be on history and concepts of adult education and on dissertation.

Bachelor of Arts (Education)

In one university[1] there was also a one-year full-time programme leading to the Bachelor of Arts Degree. It was a postgraduate course. Options could be on Adult and Post Secondary Education in theory, methods, organization and management, policy and development.

The Canadian Universities

There were 10 universities offering training programmes in Canada. The programmes offered were as follows:

Programme Type	Universities
Certificate in Adult Education (Non-degree)	2
Graduate Diploma in Adult Education	3
Bachelor of Education with options in Adult Education	3
Master of Education in Adult Education	7

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[1] Prospectus from the University of Hull.

Generally a series of courses were offered by the universities and students taking any programme were required to take certain courses during a period of one or two years on credit basis. A detailed analysis had not been done for each type of programme since they were on a different system from the British, and Hong Kong follows the British. However, the titles of courses had been listed in Appendix XVIII. As a point of interest the different titles are grouped and juxtaposed with those of the British universities as follows:

Table 3

Juxtaposition of course titles used by British and Canadian Universities

Courses / University		British U	Canadian U	Rank	
				U.K.	Canada
A	History and Concept	57	37	1	1
B	Administration	20	17	3	2
C	The Adult Learner	18	10	4	4
D	Programme Planning	10	12	5	3
E	Methods of Teaching and Learning	27	12	2	3
F	Assessment and Evaluation	5	0	6	10
G	Counselling	2	6	7	8
H	Special Types of Adult Education	18	8	4	6
I	Practical Work	5	7	6	7
J	Research Methods	10	9	5	5
K	Essays and Dissertation	1	1	8	9

The top 3 ranks for universities of both countries were:

History and Concept
Administration
Methods of Teaching and Learning

It seemed that these 3 categories of courses were looked at from many angles judging from the multiple titles developed for them.

4.2.3 Derivation of Course Titles for Alternative Choices

Following their style of free label and optional combination, the author derived the following list of course titles relevant for adult educators in Hong Kong, and made use of them in Questionnaire for Interviews - List I, List II and List III. The titles are:

A. History and Concepts

1. The History and Philosophical Concepts of Adult Education
2. Adult Education in the World Perspective
3. The Sociology of Adult Education
4. Adult Education and Societal Changes
5. Adult Education and Development
6. The Socio-economic Background Related to the Development of Adult Education in Hong Kong Past, Present and Future
7. The Philosophy of Work and Leisure
8. The Issues and Policies of Adult Education

B. Administration

9. The Career of an Adult Educator
10. The Planning, Organizing and Managing of Adult Education Institutions

C. The Adult Learners

11. The Psychology of Adulthood and the Theory of Change
12. The Psychology of Adult Learning
13. The Adult Learner

D. Programme Planning

14. Methods of Identifying Adult Educational Needs
15. The Designing of Adult Education Curriculum and Activities

E. Methods of Teaching and Learning

16. The Multi-Methods of Adult Teaching and Learning
17. Communication Skills
18. Self-learning Techniques
19. The Use of Multi-Media as Adult Teaching and Learning Aids

F. Evaluation

20. Assessment and Evaluation Methods

G. Counselling

21. Theory and Practice in Guidance and Counselling of Adult Learners
22. The Organization of Occupational Information and Career Guidance Service

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H. Special Types of Adult Education

23. Distance Education

24. Communication Work and Action

25. Literacy and Adult Basic Education

26. Education for the Elderly

27. Extension Work and Programmes

28. Industrial Education

29. Commercial Education

30. Consumer Education

31. Health Education

32. Family Life Education

33. Civic Education

34. Political Education

35. Prison Education

36. Vocational Training Education

37. Continuing Professional Education

I. Practical Work

38. The Writing of Course Materials for Adult Learners

39. The Production of Audio Visual Aids for Adult Learners

40. Visits to Adult Education and Related Institutions

41. Observation of Classes and Activities

42. Curriculum and Programme Design Practices

43. Adult Teaching and Activity Practices

J. Research Methods

44. Basic Statistics

45. Research Methodology

46. Computer Concepts and Basic Programming

K. Essays and Dissertations

4.2.4 Analysis of Consultative Groups Perceived Needs

Analysis of Information from Interviews

3 groups of people have been either interviewed or given the Questionnaires.

List I - The directors or their representatives of agencies receiving government subvention (hence called V. A. Reps. for short)

List II - The teaching staff of the School of Education (excluding teaching consultants and assistant lecturers) in the University of Hong Kong (hence called Lecturers for short)

List III - The teachers of the 17 Centres for Further and Adult Education of Caritas Hong Kong (hence called Teachers for short)

		%
V. A. Reps.[1] -	Total population	18
	Number of responses	16 (88.9)
	Number of non-responses	2 (11.1)

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[1] Appendix XXIV, Demography of the Directors or Representatives of Voluntary Organizations receiving government subvention for Adult Education Programmes.

Lecturers [1 & 2]			%
	- Total population	23	
	Number of respondents who were interviewed without the Questionnaire	9	(39.1)
	Number of respondents who were interviewed without the Questionnaire but later also responded to the Questionnaire	5	(21.7)
	Number of respondents who were interviewed with the Questionnaire	11	(47.8)
	Total number or responses to Questionnaire	15	(65.2)
	Total number of non-responses with neither interview nor Questionnaire	4	(17.4)

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[1] Appendix XXVI, Demography of the Teaching Staff in the School of Education (University of Hong Kong) who responded to the questionnaire.

[2] Appendix XXV, List of Teaching Staff (excluding teaching consultants, assistant lecturers) in the School of Education, University of Hong Kong.

			%
Teachers[1&2]	– Total population	496	
	Sample	99	(20)
	Number of responses	96	(97)
	Number of non-responses	3	

The following analysis is based on responses to questionnaires, i.e.,

V. A. Reps. = 16

Lecturers = 15

Teachers = 96

Question

In your opinion what are the 5 most important educational needs of adults in Hong Kong? } V. A. Reps. Question (1)
Lecturers Question (1)

Results

V. A. Reps.	– Total responses to Question	15	(93.8)	} 16
	– Total non-responses	1	(6.3)	
Lecturers	– Total responses to Question	14	(93.3)	} 15
	– Total non-responses	1	(6.7)	

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1. Appendix XXVIII, Demography of Teacher Respondents.
2. Appendix XXVII, List of Centres from which the Teacher Respondents were drawn.

V. A. Reps. - Total identifications
of educational needs 65

Lecturers - Total identifications
of educational needs 62

The identified educational needs are listed according to Rank Order as follows:

	V. A. Reps.		Lecturers	
	Replies N=65		Replies N=62	
	%	Rank	%	Rank
Adult Occupational Education	26.2	1	21.8	1
Family Life Education	10.8	2	10.9	5
Leisure Education	9.2	3	9.1	6
Civic Education	7.7	4	12.7	4
Adult Basic and Literacy	7.7	4	3.6	7
Academic Education for Adult	6.2	6	14.5	2
Social Education	6.2	6	3.6	7
Education for Human Relationship	6.2	6	0	0
General and Liberal Education	6.2	6	14.5	2

	V. A. Reps.		Lecturers	
	Replies N=65		Replies N=62	
	%	Rank	%	Rank
Special Education for Adults	3.1	10	0	0
Education for Aging	1.5	11	0	0
Consumer Education	1.5	11	1.8	10
Health Education	1.5	11	3.6	7
Distance Education	1.5	11	0	0
Extension Work	1.5	11	0	0
Moral Education	1.5	11	1.8	10
Educational Counselling	1.5	11	1.8	10
	100		99.7	

The top 5 ranks for both groups of replies are:

V. A. Reps. Replies Rank Order 1-5		Lecturers Replies Rank Order 1-5	
Adult Occupational Education	1	Adult Occupational Education	1
Family Life Education	2	Academic Education	2
Leisure Education	3	General and Liberal Education	2
Civic Education	4	Civic Education	4
Adult Literacy and Basic Education	4	Family Life Education	5

3 types of educational needs have been ranked among the top 5 for both groups, they are:

Adult Occupational Education

Family Life Education

Civic Education

Whereas the V. A. Reps. identified the other 2 of the top 5 under:

Leisure Education

Adult Literacy and Basic Education

The lecturers identified the other 2 of the top 5 under:

Adult Academic Education

General and Liberal Education

Interpretation

The responses to this question seem to show:

1. That a comprehensive area of educational needs had been identified by the voluntary agencies' representatives and the lecturers.
2. That both groups were quite similar in their identification of priority needs.
3. That there seemed to be more concern for work and leisure shown by voluntary agencies' representatives for leisure and adult basic education, most probably influenced by their

work among workers.

4. That there seemed to be more concern over academic, general and liberal education shown by the lecturers, most probably influenced by their work among university students who might have shown a lack in general education standards.

Question

Please comment on how well
the needs you have
mentioned have been met.
} V. A. Reps. Question (2)
Lecturers Question (2)

Results

V. A. Reps. - Total responses to
Question 13 (81.3)
- Total non-responses 3 (18.8) } 16

Lecturers - Total responses to
Question 14 (93.3)
- Total non-response 1 (6.7) } 15

Rather than attaching the responses to the individual identification of educational needs, the total replies have been grouped as follows:

	enough	not enough	do not know	irrelevant replies	total
V. A. Reps.	%	%	%	%	
replies	4 (6.2)	41(63.1)	8(12.3)	12(18.5)	65
Lecturers					
replies	3 (4.8)	42(67.7)	6 (9.7)	11(17.7)	62
	7 (5.1)	83(60.6)	14(10.2)	23(24.1)	127

Null Hypothesis I No significant difference at .05 level would be found for the proportions stating "not enough" for the two groups.

Testing

Hypothesis testing for the equality of the proportions stating "not enough" for the two groups using Formula (3.13) in Walker and Lev[1] yields the result of $Z=0.52$ (within significance level $\alpha=.05$ i.e. $-1.96<Z<1.96$). Therefore, the said proportions are not significantly different, and Null Hypothesis I stands.

Interpretation

The overall responses indicate that both the voluntary agencies' representatives and the lecturers felt the adult educational needs they had identified had not been adequately met. (Responses tested at .05 level of significance.)

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[1] Walker H. M., Lev. J. Statistical Inference, p. 77-79, and 455. San Francisco: 1953, Holt, Rinehart and Winston Inc.

Question

In your opinion how much responsibility does the government of Hong Kong have in providing adult education service to the public?	V. A. Reps. Question (3) Lecturers Question (3)

Results

The responses are grouped as follows:

	great responsibility	partial responsibility	nil responsibility	non response	total
V. A. Reps.	%	%	%	%	%
replies	13(81.3)	2(12.5)	0(0)	1(6.3)	16(100)
Lecturers					
replies	9(60)	5(33.3)	1(6.6)	0(0)	15(100)
	22(71)	7(23)	1(3)	1(3)	31(100)

Null Hypothesis II No significant difference at .05 level would be found for the proportions stating "great responsibility" for the two groups.

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Testing

Hypothesis testing for the equality of the proportions stating "great responsibility" for the two groups using Formula (3.13) in Walker and Lev[1] yields the result of $Z=1.3$ (within significance level $\alpha = .05$ i.e. $-1.96 < Z < 1.96$). Therefore, the said proportions are not significantly different, and Null Hypothesis II stands.

Interpretation

The responses show that both the voluntary agencies' representatives and the lecturers felt that government had great responsibility in providing adult education service to the public. (Responses tested at .05 level of significance.)

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[1] Walker H. M., Lev J. Statistical Inference p. 77-79, and 455. San Francisco: 1953, Holt, Rinehart and Winston Inc.

Question

Comment on the level of financial support for adult education provided by the government of Hong Kong.

V. A. Reps. Question (4)
Lecturers Question (4)

Results

The responses are grouped as follows:

	sufficient	insufficient	do not know	non response	total
V. A. Reps.	%	%	%	%	%
replies	0(0)	15(93.8)	0(0)	1(6.3)	16(100)
Lecturers					
replies	1(6.7)	6(40)	8(53.3)	0(0)	15(100)
	1(3.2)	21(67.7)	8(25.8)	1(3.2)	31(100)

Null Hypothesis III No significant difference at .01 level would be found for the proportions stating "insufficient" for the two groups.

Testing

Hypothesis testing for the equality of the proportion stating "insufficient" for the two groups using Formula (3.13) in Walker and Lev[1] yields the result of $Z=3.2$ (outside significance level $\alpha =.01$ i.e. $-2.576<Z<2.576$). Therefore, the said proportions are significantly different, and Null Hypothesis III is rejected.

Interpretation

The responses show that almost all the voluntary agencies' representatives strongly felt government financial support was not enough, differing from those of the lecturers which seem to show that the respondents were not aware of the situation. (Responses tested to be outside .01 level of significance.)

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[1] Walker H. M., Lev J. Statistical Inference p. 77-79, and 455. San Francisco: 1953, Holt, Rinehart and Winston Inc.

Question

Are you able to identify any problems with the staff (not teachers who are working in adult education in your organization? } V. A. Reps. Question (5)

Results

V. A. Reps. - Total responses to

Question	13 (81.3)	} 16
- Total non-responses	3 (18.8)	

The problems identified are as follows:

- Lack of proper salary scale (2)
- Lack of full-time staff (2)
- Heavy workload (2)
- Unfavourable working hours (2)
- Lack training in organization and planning programmes (2)

---

1. Figures in brackets indicate the number of similar responses.

- Lack recognition by government, thus causing a sense of inferiority (2)
- Low staff ratio in administrative and clerical staff owing to lack of fund
- Unhappy
- Lack of lifelong learning concepts
- Lack chance for further studies
- Having to overcome unfavourable public opinions
- Having to share general office with other parties
- Lack long term planning

Interpretation

The responses seem to indicate that the problems identified in non-teaching staff in voluntary agencies rested with some root causes that had to do with finance, working hours, space shortage, lack of training and recognition of needs.

Question

Are you able to identify any problems with the teaching staff of adults in your organization?	V. A. Reps. Question (6)

Results

V. A. Reps. - Total responses to Question	14 (87.5)	16
- Total non-response	1 (6.3)	
- Total irrelevant response	1 (6.3)	

The problems identified are as follows:[1]

- Lack professional training (4)
- Lack teaching techniques for adults (4)
- Suitable teachers difficult to be found (3)
- Not understanding psychology of adult learning (3)
- Of part-time nature (2)
- No teacher training (2)

---

1. The figures in brackets indicate the number of similar responses.

- Having to take long journey to school (2)
- Difficult to be co-ordinated
- Lack sense of belonging to organization
- High mobility rate
- Many not allowed to teach because they lack paper qualification
- Low pay
- Discrepancy in salary scale with that of government
- Lack motivation
- Lack initiative
- Inexperienced
- Found it difficult to handle adults
- Found it difficult to communicate with adults
- Unfavourable working hours
- Lack orientation
- Apply secondary school teaching methods
- Lack counselling time for students
- Lack reference material

One reply:

- Have permanent and regular teaching staff

Interpretation

It seems the problems identified in the teaching staff by the voluntary agencies representative centred around staff mobility, low pay, lack of training on teaching adults and lack of time and facilities.

Question

In your opinion what are some of the main differences between teaching secondary school aged students and teaching adults?	V. A. Reps. Question (7) Lecturers Question (5)

Results

V. A. Reps.	- Total responses to Question	14 (87.5)	16
	- Total non-responses	2 (12.5)	
Lecturers	- Total responses to Question	15 (100)	15
	- Total non-responses	0	

Secondary School Aged Students

V. A. Reps. Replies	Lecturers Replies
- Response better (2)	- Discipline problems (3)
- Aim only to finish formal school	- Forced to attend (2)
	- Impressionable
- Some do not respect	- Easily led

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1. Figures in bracket indicate the number of similar responses.

V. A. Reps. Replies	Lecturers Replies
teacher as much as adults do	- Less to clutter their mind
- Maturity worse	- Teaching style more didactic
- Common knowledge worse	
- Answers more imaginative	
- Lack life experience	
- Better concentration	

Adults

V. A. Reps. Replies	Lecturers Replies
- Join course out of own initiative (2)	- Voluntary attendance (2)
- Irregular attendance (2)	- Easier taught because more willing to learn and no generation gap with teacher (2)
- More motivated to learn (2)	- Highly motivated (2)
- Lack time to do assignment (2)	- Better oriented (2)
- Come to learn for special needs (2)	- Must teach them skill and knowledge for immediate application (2)
- Need to learn with immediate reward (2)	- A world of experience to

V. A. Reps. Replies

- Diligent (2)
- Not so concentrated (2)
- Better disciplined
- Take longer to learn
- Maturity better
- Realise the lack of knowledge
- Common knowledge better
- With working experience affecting thinking
- More experience in interpersonnal relationship
- Response worse
- Less imaginative
- Respect teaching staff
- Prejudice
- Their course contents difficult to design to meet their need

Lecturers Replies

draw on (2)

- Economically self sufficient
- Learn not just to pass examination but meet their own need
- Better attitude
- Discipline and classroom management problem non-existent
- Self disciplined
- More able to be detached and make mature judgement
- Interpersonal relationship and interaction rather than didactic in method would be more suitable
- Learn less easily
- Lower level of recall
- Learning has to be more initiative

	Lecturers Replies
	- More intuitive
	- Teachers need to find out how much they know from square one .
	- Less uniform in standard
	- Having different expectations
	- Can be expected to accept more responsibility for their own learning

Differences Stated in General Terms
Between School Age Students and Adults

V. A. Reps. Replies	Lecturers Replies
- Age	- Motivation (2)
- Marital status	- Psychological needs (2)
- Parenthood	- Maturity
- Occupation	- Stages of life
- Educational levels	- Life experience
- Motivation	- Background
- Time perspective	- Knowledge
- Physiological make-up	- Demand of time
- Psychological make-up	- Teaching method

V. A. Reps. Replies	Lecturers Replies
- Sociological make-up	- Relationship
- Teaching approach	- Diversity
- Relationship with teacher	- Types of activities
- Learning behaviour	
- Classroom behaviour	
- Expection	

Similarities Stated in General Terms

V. A. Reps. Replies	Lecturers Replies
- Communication the same	- For good teaching no difference
	- Methods should be suitable to course
	- Immediacy only otherwise no difference

Interpretation

The responses seem to indicate that both the voluntary agencies' representatives and the lecturers felt there were more differences than similarities between teaching secondary school age students and teaching adults, and many differences had been identified in the 2 groups of learners.

Question

Please comment on the need for a corps of trained adult educators in Hong Kong, for now and in the future.

V. A. Reps. Question (8)
Lecturers Question (6)

Results

The responses are grouped as follows:

	much needed	partially needed	not needed	do not know	irrelevant reply	non response	total
V. A. Reps.	%	%	%	%	%	%	
replies	11(69)	3(19)	0(0)	0(0)	1(6.2)	1(6.2)	16
Lecturers							
replies	10(66.7)	4(26.7)	0(0)	1(6.7)	0(0)	0(0)	15
	21(67.7)	7(22.6)	0(0)	1(3.2)	1(3.2)	1(3.2)	31

Null Hypothesis IV No significant difference at .05 level would be found for the proportions stating "much needed" for the two groups.

Testing

Hypothesis testing for the equality of the proportion stating "much needed" for the two groups using Formula (3.13) in Walker and Lev[1] yields the result of $Z=0.12$ (within significance level $\alpha = .05$ i.e. $-1.96 < Z < 1.96$). Therefore, the said proportions are not significantly different, and Null Hypothesis IV stands.

Interpretation

The responses indicate that both the voluntary agencies representatives and the lecturers thought that a corps of trained adult educators were much needed in Hong Kong for now and in the future. (Responses tested at .05 level of significance.)

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1. Walker H. M., Lev J. Statistical Inference, p. 77-79, and 455. San Francisco: 1953, Holt, Rinehart and Winston Inc.

Question

Should the universities of Hong Kong provide training for adult education?

V. A. Reps. Question (9)
Lecturers Question (7)

Results

The responses are grouped as follows:

		yes U	yes U or other	other	no	non response	total
V. A. Reps. replies	Observed	7	6	2	0	1	16
	Expected	(6.7%)	(5.7%)	(2.1%)	(0%)	(0.5%)	
Lecturers replies	Observed	6	5	2	2	0	15
	Expected	(6.3%)	(5.3%)	(1.9%)	(1%)	(0%)	
		13	11	4	2	1	31
		(41.9%)	(35.5%)	(12.9%)	(6.5%)	(3.2%)	

Null Hypothesis V There is no significant difference in the replies given by the two groups on whether the universities of Hong Kong should provide training for adult education.

Testing

Test for Independence in Contingency Tables of the two groups using Formula (4.3) in Walker and Lev[1] yields the result of $\chi^2=3$ df=4 (for df=4 $\alpha=0.50$ $\chi^2_{.50}=3.4$) which means that over 50% of all the samples of the given size would have frequency distribution for which χ^2 was greater than the observed χ^2. This sample is indeed not excepted under the hypothesis which is to say that the two groups are homogeneous with respect to their opinions. Therefore, Null Hypothesis V stands.

Interpretation

The responses show that both the voluntary agencies' representatives and the lecturers felt that training could be done in University as well as in other places. (Expected value is $\chi^2_{.50}=3.4$, $\chi^2=3$, df=4)

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1. Walker H. M., Lev J. *Statistical Inference*, p. 92-98, and 464. San Francisco: 1953, Holt, Rinehart and Wirston Inc.

Question

What is your opinion on the proposal that a separate department of adult education be set up in the School of Education in the University of Hong Kong to look after the needs of adult education in terms of training and research?

V. A. Reps. Question (10)
Lecturers Question (8)

Results

The replies are grouped as follows:

		good idea	what about alter-natives	not certain	not a good idea	do not know	non res-ponse	total
V. A. Reps.	Observed	11	1	1	2	0	1	16
replies	Expected	(6.7%)	(2.6%)	(1.5%)	(4.1%)	(0%)	(0.5%)	
Lecturers	Observed	2	4	2	6	1	0	15
replies	Expected	(6.3%)	(2.4%)	(1.5%)	(3.9%)	(0.5%)	(0%)	
		13	5	3	8	1	1	31
		(41.9%)	(16.1%)	(9.7%)	(25.8%)	(3.2%)	(3.2%)	

Null Hypothesis VI There is no significant difference in the replies given by the two groups on whether a separate department of adult education be set up in the School of Education in the University of Hong Kong.

Testing

Test for Independence in Contingency Tables of the two groups using Formula (4.3) in Walker and Lev[1] yields the result of χ^2=12.39 df=5 (for df=5 α=0.025 $\chi^2_{.975}$= 12.8), which means only 2.5% of all the samples of the given size would have frequency distributions for which χ^2 was greater than the observed χ^2. This sample is indeed not excepted under the hypothesis, which is to say that the two groups are homogeneous with respect to their opinions but only at 0.025 degree of independence. Therefore, Null Hypothesis stands only at .025 level.

Interpretation

The responses show that voluntary agencies' representatives felt it was a good idea to have a separate department of adult education set up in the School of

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1. Walker H. M., Lev. J. Statistical Inference, p. 92-98, and 464. San Francisco: 1953, Holt, Rinehart and Winston Inc.

Education while the lecturers were not sure that they liked the idea, but they were ready to offer alternative suggestions, such as:

1. Add an area in Certificate in Education either as major or elective, rather than a separate department.
2. A separate account for research and facilities for adult education rather than a separate department. Adult education should not be seen as an after thought but should have equal status with the rest in the School of Education.
3. If not a department at least it should be part of a department with Special Education, then separate later.

Some lecturers did not like the idea at all.

Question

What do you think about the
idea of having some basic
courses in adult education
to be incorporated in the
existing teachers training
programmes in the
University of Hong Kong
such as:
Certificate in Education,
Advanced Diploma in
Education,
Master Degree in
Education

V. A. Reps. Question (11)
Lecturers Question (9)

Results

		Cert. Ed.	Adv. Dip.	Cert. Ed. + Adv. Dip.	Cert. Ed.+ Adv. Dip.+ M.Ed.	Adv. Dip. + M.Ed.	what about alternatives	not certain	non response	total
V. A. Reps.	Given	1	0	1	9	0	1	1	3	16
replies	Expected	(1.03%)	(0%)	(1.55%)	(5.68%)	(0%)	(1.03%)	(1.03%)	(0.55%)	
Lecturers	Given	1	4	2	2	4	1	1	0	15
replies	Expected	(0.97%)	(1.94%)	(1.45%)	(0.97%)	(1.94%)	(0.97%)	(0.97%)	(0%)	
		2	4	3	11	4	2	2	3	31

Null Hypothesis VII. There is no significant difference in the replies given by the two groups on the idea of having some basic courses incorporated in the existing teachers training programmes.

Testing

Test for Independence in Contingency Table for the two groups using Formula (4.3) in Walker and Lev[1] yields the result of $\chi^2=60.65$ df=7 (for df=7, $\alpha=0.001$ $\chi^2_{.999}=24.3$), which means none of the samples of the given size would have frequency distributions for which χ^2 was greater than the observed χ^2. Therefore, the hypothesis of homogeneous opinion does not stand. Null Hypothesis VII is rejected.

Interpretation

The responses show that the voluntary agencies' representatives thought it a good idea to have courses on adult education incorporated in all three programmes of Certificate Education, Advanced Diploma in Education and Master Degree Education, while the lecturers did not think the Certificate of Education a good place for a course on adult education to be incorporated, but suggested alternatives, e.g., in the Advanced Diploma of Education.

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[1] Walker H. M., Lev J. Statistical Inference, p. 92-98, and 464. San Francisco: 1953, Holt, Rinehart and Winston Inc.

Question

How satisfied are you with the
present arrangement of courses
in the programmes mentioned
in (9)? i.e.,
Certificate Education
Advanced Diploma
Master Education

} Lecturers Question (10)

Results

The responses are grouped as follows:

	Satisfied	satisfied as a whole, Adult Education also possible	not satisfied, improvement suggested	not satisfied with Certificate Education arrangement	regarded question not relevant to adult education	total
Lecturers	2 (13.3)	4 (26.7)	5 (33.3)	2 (13.3)	2 (13.3)	15
replies	40%		16.6%			

Interpretation

The responses seem to show that 40% of the lecturers were satisfied with the present arrangement of courses as a whole or with possible addition of adult education in the present programme, while those not satisfied suggested improvements, such as:

1. having 1 or 2 schools attached to the School of Education, so that student teachers can be taken for 2 to 3 months
2. having a consistent evaluation on the needs of the students
3. having graduate degree in Education added
4. elective in Advanced Diploma should not differ from year to year and Adult Education and Special Education should be added to complete the total provision
5. in-service nature of Certificate in Education not satisfactory, students are like zombies going here and there not doing much thinking, priority should be given to pre-service training and full-time courses be revived
6. more research in school subjects needed
7. the theoretic components should be reduced in Certificate of Education, no objection to them in Advanced Diploma.

Question

As a member of the teaching staff in the School of Education, do you think that the University should hire some new lecturer rank members to teach adult education? } Lecturers Question (11)

Results

The replies are grouped as follows:

	yes	yes, only if needed	yes, only if money is available	only temporary	personnel available in the school	not sure	no	total
Lecturers replies	4(26.7%)	4(26.7%)	1(6.7%)	1(6.7%)	1(6.7%)	4(26.7%)	1(6.7%)	15

Interpretation

The responses seem to show that on the whole the lecturers did not oppose to the idea of hiring some new lecturer rank members to teach adult education but they were concerned about the need, or whether money would be available, or perhaps not on long term basis.

Question

Please give your general comment on the idea of introducing a totally new programme titled "Certificate in Adult Education" at the same level as the Certificate in Education in the School of Education.

Lecturers - Part B
Question (3)

Results

Lecturers - Total responses to Part B,

Question	15	15
- Total non-response	0	

The responses are grouped as follows:

	good idea	yes, but with problems	what about alternatives	should be postponed	not a good idea	total
Lecturers replies	4(26.7%)	2(13.3%)	3(20%)	3(20%)	3(20%)	15

Interpretation

The responses seem to show that on the whole the respondents of Lecturers were not opposed to the idea having a totally new programme titled "Certificate in Adult Education" introduced but they had worries and reservations, such as:

1. There was a lack of resources
2. It might not have enough students
3. An Elective on Adult Education in the Advanced Diploma should be tried first
4. The University might not be the best place to offer it.

Question

Please list below the title of courses which you are currently teaching and those you could teach in the School of Education.	Lecturers Question (12)

Results

Lecturers - Total responses to Question	15	15
- Total non-response	0	

The responses are grouped as follows:

Courses currently taught

Educational Technology

Test Construction

The Teaching of Social Studies

Educational Statistics

Educational Planning

Economic and Public Affairs

Sociology of Education

Sociology of School

Critical Issue in Society and Education

Mathematics Education
English Methods
Applied Linguistics
Language in Education
Management of Education
Chemistry Methods
Integrated Science Methods
Chinese Language Methods
Chinese Literature Methods
History of Chinese Education
Philosophy of Chinese Education
Curriculum Studies
Teaching of English as a Foreign Language
Teaching of Literature
Geography
Methods of Teaching Geography
Methods of Biology Teaching
Methods of Teaching Doctor in Medical Schools
English Language Methods
Sociolinguistics
English Programme Design
Measurement
Research Methods

Statistics

Philosophy of Education

Learning and Instruction

Curriculum

Courses could be taught

Use of Examination for Education

Computer Application

Economics

Special Education

Adult Education

Psychology

Curriculum

Evaluation Patterns

Social Sciences

Social Foundations of Education

Sociology and Education

Sociology and Adult Education

Sociolization Theory

Political Sociology

Sociology in Urban and Industrialized Societies

*Educational Technology[1]

*Research Methods

Science Education (2)

Curriculum Work

Environmental Studies

Spatial Perception in Children

Mass Communication

Adult Education (Distance Education)

Population Growth Planning

Health Education

Foreign Language Methods

Education in China

Interpretation

The responses indicate a rich resource in the present personnel of the School of Education.

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[1] Those marked with asterisks are not from the same respondents as those of similar courses in the previous list.

Question

Comment on the suitability of courses mentioned above for inclusion in a training programme for adult educators. } Lecturers Question (13)

Results

Lecturers - Total responses to Question	15	} 15
- Total non-response	0	

The responses are as follows:

(A) Courses commented as being suitable for training programme for adult education.

	Without adaptation	With adaptation
Educational Technology (2)	yes	yes
Test Construction	yes	
The Teaching of Social Studies	yes	
Educational Statistics (2)	yes	
Educational Planning	yes	
Adult Education	yes	
Social Foundation of Education	yes	

	Without adaptation	With adaptation
Sociology and Education	yes	
Sociology of Adult Education	yes	
Sociolization Theory	yes	
Political Sociology	yes	
Sociology in Urban and Industrialized Society	yes	
Mathematics Education		yes
Research Methodology (2)	yes	
Chemistry Methods	yes	
Integrated Science	yes	
Science Education (2)	yes	
Curriculum Studies		yes
English Methods	yes	
Applied Linguistics	yes	
Language in Education	yes	
Teaching of English as a Foreign Language	yes	
English Language Methods	yes	
Sociolinguistics	yes	

	Without adaptation	With adaptation
English Programme Design	yes	
Foreign Language Methods	yes	
Measurement	yes	
Methods of Biology Teaching	yes	
Mass Communication	yes	
Adult Education (Distance Education)	yes	
Population Growth and Planning	yes	

Interpretation

The responses seem to indicate that even within the School of Education there was almost enough resource to take on a training programme for adult education.

Question

Please feel free to comment below on any other aspects of the development of Adult Education in Hong Kong which you feel are important (especially those regarding the training of adult education):

V. A. Reps. - Part C
Lecturers - Part C
Teachers - Part C

Results

V. A. Reps.	Part C	Total responses	8	16
		Total non-responses	8	
Lecturers	Part C	Total responses	9	15
		Total non-responses	6	
Teachers	Part C	Total responses	26	96
		Total non-responses	70	

Responses from the 3 consultative groups are gathered as follows:

Comments from V. A. Reps.

It is hard to operate adult education in Hong Kong because there is no official government department taking up the responsibilities in co-ordination, programme planning and staff training. The qualification and salary of staff may vary greatly among private organizations. These lead to a high rate of mobility. Thus those organizations that provide training find it costly to train because of the rapid staff turn-over.

The lack of finance and long term measures make it difficult to do in-depth thinking. The administrators are generally lacking in experience and overloaded with work, but the recipients get little benefit.

With regards to teaching methods, the questions rest with distinguishing the differences between pedagogy and andragogy, in knowing how to apply different group methods in different situations, and in how to instill a sense of mission in the minds of adult educators and help them understand the philosophical concepts of adult education which are so important in developing a love for their profession.

Training should be based on the society and the learners. Societal changes and social relationships are difficult to cope with. Adults need adaptability skills. Training is vital and important.

In policy, adult education has been too conservative, attempting to meet only the basic needs of adults. For example, emphasis is placed on basic literacy, vocational training and careers education, and basic education for special group, such as new comers. While these needs are important, Hong Kong can do much more. It is equally important that social and moral education, parent effectiveness training and communication skills should be given attention because many social problems are caused by ignorance. The people of Hong Kong are too materialistic and have very distorted value systems. The young people learn from their parents who may be very materialistic and immoral themselves.

It is important to develop a system for adult education in Hong Kong and make it a part of the Education Ordinance. Other appropriate legislation should also be proposed. A better mechanism for effective communication better government and voluntary agencies should be set up. Influential people should be contacted and be involved in the field of adult education.

Adult educators should take the initiative in carrying out exploratory programmes, since the government's interest is not obvious.

The Hong Kong Association for Continuing Education should be strengthened.

Comments from Lecturers

Regarding adult education, it should be greatly promoted and more finance put in. Hong Kong needs it. Generally adult education is a very worthwhile area of activity, especially with regard to thinking of it in terms of providing education to mature applicants, for example people over 25 years of age, who were unable to obtain this education at an earlier age owing to life circumstances. The main concern is that, in the carrying out of plans in this area, it should be done properly with trained adult education organizers.

Regarding training, it is advisable to proceed with caution, perhaps not in all areas. Rapid improvements could be made. Training programmes should be based firmly on identified needs before implementation. It is also important to get the right customers and not just to offer courses for higher qualification. They should be fairly mature people with experience in life and society. The problem is in Hong Kong itself. It has a small area with limited expertise. It must get links with adult education establishments elsewhere and have staff exchange. To finance conferences is essential and also for short courses overseas to up-date trainer of trainers in the universities. Literature in the form of up-to-date journals and newsletters should be extended to the public through the libraries.

Regarding limited resources, the most important thing is to reduce the emphasis on initial formal education to enable resources to be diverted to training at a later stage of a person's career. The emphasis should not be on training adult educators as such but on training a small number of people who can assist the present adult educators to communicate more effectively. Work towards reducing the need for formal qualifications never try to make it a requirement that those engaged in adult education are required to have formal teaching qualification. If adult education is education for leisure then it deserves low priority and no more government funds.

Without a massive expansion in the School of Education not a great deal can be done for adult education because there are other priorities. Perhaps in 5 years' time the need may be different, when the Form 3 students have finished schooling. There is a great generation gap, and many of the parents of those who are receiving up to Form 3 education are illiterate. The quality of education is an area to be perturbed about. People who are having 9 year education are not benefitting much from it. The curricula do not cater to the need.

Unless there is a demonstrated need which would lead well into the future, there is no reason to introduce adult education into the university curriculum. It belongs elsewhere at present.

Free comments obtained from interviews of lecturers without a questionnaire

Electives in Certificate of Education are short, only 10 to 15 hours each. The teaching staff offered voluntarily to run such courses according to their own specialized fields. The Certificate of Education is geared to training teacher for secondary schools. The demand is met at the request of the Education Department. If a Certificate in Adult Education is offered would the Education Department recognize it for incremental purpose as it does with the Certificate of Education.

. There may be difficulty in recruiting staff, since there is a vacancy for Special Education and it has not been filled. Would it be the same with adult education should a teaching post be created for it? The School of Education is mandated to prepare teachers for secondary schools. If a training programme for adult education is introduced, the Brief might have to be broadened. It is more feasible to introduce an elective in the Advanced Diploma since the Electives are more independent there than in the Certificate of Education. Still there may not be enough people signing up for it. The people of Hong Kong are very pragmatic. They have to have a return for their learning not just doing it for enrichment.

Six of the respondents out of the eight think the Advanced Diploma is a good place to introduce adult education elements in the form of an elective. Three are worried about resources and suggest putting the training programme for adult education in the Extra Mural Department. Two suggest it as a joint venture with the School of Education or to second teaching staff from theirs to teach. One suggests an Elective on Lifelong Learning in the Certificate of Education, four also like the idea.

Comments from Teachers

On concepts and function of adult education the teachers think:

> Definition and objectives of adult education are not clearly understood by the public in general. Publicity in this respect seems necessary.
>
> Adult education is understood differently in Hong Kong from other countries of the west. In Hong Kong, the majority regard adult education as mere fun classes where you learn how to be a good cook, how to pot a plant etc. The serious aspect of adult education such as its ability to contribute to the success and prosperity of one's country, is sadly overlooked. Promotion of adult education by government and voluntary agencies is badly needed.
>
> Adult education helps to form moral attitude and teaches one how to bring up the young. To spread the concept of adult education to the older generation is important. There is a very 'complicated' inter-personal relationship among school students, teachers and society and to keep the balance of forces is the work of adult education. The children, or youngster who are ours now will be adults later.

They have a norm or value system quite different from the adults. Eventually, when they find they need to know more, they will count on adult education, and there is need to anticipate such a change in the value system. Teachers had better be well-prepared.

Adult education can reduce illiteracy in Hong Kong and can help those who have lost the chance of studying, but now wish to actualize themselves.

Literacy and Adult Basic Education is an urgent educational problem in Hong Kong. In order to help the refugees adapt to the surroundings in Hong Kong, basic training of the Cantonese language should be given to them. Apart from this, much attention should be given to health education.

As a result of technological advancement, people have to make adjustments to changes, and more people will recognize the importance of lifelong learning. To introduce the changes of the society especially those of Hong Kong to adult educators is important.

With regard to provision the adult education section of the Education Department, the Extra-Mural Studies of the 2 universities and many other organizations offer both formal and non-formal education for out-of school youth and adults, but such provisions are still inadequate.

Government seems to pay little attention to the development of adult education. There are not enough adult education centres.

In order to improve and further develop adult education in Hong Kong, the following points are necessary:

1. More propaganda
2. More adult education centres
3. Subjects be more diversified
4. Further follow up courses on technical subjects

Regarding training, the teachers point out that so far, there has not been any formal diploma course organized by government nor the 2 universities. Small scale seminars however are from time to time sponsored and participated by voluntary agencies.

With the expansion of adult education activities more and more well educated teachers are drawn into this field. Despite their academic training in their respective arts and sciences, they always find themselves handicapped in passing their knowledge and experience to their students who differ from other students in that they are adults. To lay the foundation for further development of the adult education, it is important for government or any agency to provide potential adult educators with the best adult education training that it can afford.

The most important thing is to provide basic training for adult educators, to give them the concepts and skills in dealing with adult learners. Though many teachers may teach school students very well, it does not mean that they can do the same in teaching adults. The most ideal thing is to introduce some courses on adult education in the programmes for the Certificate in Education or the Advanced Diploma in Education. On the other hand, adult educators must be well-paid because they need more efforts in teaching adults than in teaching school students.

However, most adult educators are only part-time participants. They may not be able to attend a long training course in adult education. Therefore, short training courses are acceptable and essential. The educational organizations should also encourage their staff to receive training with financial support.

But opportunities available for part-time adult educators to be trained are not many in Hong Kong. As a result, adult education in Hong Kong is still not a great success.

The training of adult educators should be a part-time day release course of at least 2 years' duration. Lecturers should be well-qualified and professionally trained. They themselves must be able to actually teach successfully (not just have the knowledge of how to teach successfully). The programme structure should be similar (not identical) to the Certificate of Education in the 2 universities.

There should be some systematic and continuous courses for the training of adult educators. Adult educators lack credit-awarding training programmes in Hong Kong. Some material rewards should be given to those who have successfully completed a recognized certificate course in adult education.

Ultimately, official recognition should be sought. It seems there is a lack of an effective tool to stimulate fellow workers to participate in in-service training courses on adult education. More activity practices are important.

Usually, a good programme planning fosters good operation, therefore, it is this aspect that should be stressed most. You must first identify those who do want to be trained, for not all practitioners in adult education are working for the sake of education. More recreation or welfare to secure a team of staff that can work for a long time brings stability.

Teaching is a matter of enthusiasm and responsibility rather than technique of lecturing and knowledge of subject matters. It is difficult to push a teacher in his classroom to work hard. But the policy and attitude of the school and the principal are very important. Co-ordination among members of the staff can be initiated by the Principal.

Research should be made constantly to find out the needs of the students and society. Special attention should be given to feedbacks from students and the community. (A formal Research Committee should be set up to review the needs and trends regularly.) But there seems to be a lack of well-trained professional lecturers. In developing adult education, the government should pay more attention to the training of adult educators and identify those who want to be trained.

Interpretation

The free comments from the voluntary agencies' representatives on other aspects of the development of adult education seem to centre around staff problems, lack of funding and lack of training and policy for adult education. From the lecturers the concern seems to centre on quality rather than quantity based on identified needs, the recruitment of staff and students for the training programme, the legality and level as well as the recognition of the government for incremental purposes. From the teachers the concerns are on the general concepts and functions of adult education, the lack of provision for adult education courses and training, the lack of dedication and enthusiasm of the adult teachers and the lack of policy for the development of adult education.

4.2.5 Analysis of Choice of Courses for Curriculum Planning

(A) From Voluntary Agencies' Representatives and Teachers

Question

List I

Which of the following courses would you like your adult educators to have?	V. A. Reps. - Part B

List III

Which of the following courses would you like to have, were you to attend a training course in adult education?	Teachers

(Both groups were asked to first read through the list and then tick 10 from across all the categories, i.e., anywhere from the list.)

Results

V. A. Reps.	- Total responses to Part B	16	16
	- Total non-response	0	
Teachers	- Total responses	96	96
	- Total non-response	0	

The number of respondents choosing the particular courses are shown in the boxes, and the percentage to total respondents are shown on the side. Rank orders are listed within each category of courses.

A. History and Concepts

	V. A. Reps. replies N=16	%	Teachers replies N=96	%	Rank Within Category V. A. Reps.	Rank Within Category Teachers
1 - The History and Philosophical Concepts of Adult Education	5	31.3	9	9.4	2	7
2 - Adult Education in the World Perspective	2	12.5	8	8.3	5	8
3 - The Sociology of Adult Education	3	18.8	10	10.4	4	4
4 - Adult Education and Societal Changes	5	31.3	10	10.4	2	4
5 - Adult Education and Development	1	6.3	18	18.8	7	2

	V. A. Reps. replies N=16		Teachers replies N=96		Rank Within Category	
		%		%	V. A. Reps.	Teachers
6 - The Socio-economic Background Related to the Development of Adult Education in Hong Kong Past, Present and Future	6	37.5	22	22.9	1	1
7 - The Philosophy of Work and Leisure	2	12.5	12	12.5	5	3
8 - The Issues and Policies of Adult Education	1	6.3	10	10.4	7	4
B. Administration						
9 - The Career of an Adult Educator	4	25	22	22.9	2	2

	V. A. Reps. replies N=16		Teachers replies N=96		Rank Within Category	
		%		%	V. A. Reps.	Teachers
10 - The Planning, Organizing and Managing of Adult Education Institutions	12	75	60	62.5	1	1
C. The Adult Learner						
11 - The Psychology of Adulthood and the Theory of Change	1	6.3	18	18.8	3	2
12 - The Psychology of Adult Learning	10	62.5	44	45.8	1	1
13 - The Adult Learner	2	12.5	10	10.4	2	3
D. Programme Planning						
14 - Methods of Identifying Adult Educational Needs	6	37.5	24	25	2	2

	V. A. Reps. replies N=16		Teachers replies N=96		Rank Within Category	
		%		%	V. A. Reps.	Teachers
15 - The Designing of Adult Education Curriculum and Programmes	11	68.8	45	46.9	1	1
E. Methods of Teaching and Learning						
16 - The Multi-Methods of Adult Teaching and Learning	7	43.8	27	28.1	1	3
17 - Communication Skills	5	31.3	33	34.4	2	1
18 - Self-learning Techniques	4	25	17	17.7	3	4
19 - The Use of Multi-Media as Adult Teaching and Learning Aids	1	6.3	28	29.2	4	2

	V. A. Reps. replies N=16	%	Teachers replies N=96	%	Rank Within Category V. A. Reps.	Rank Within Category Teachers
F. Evaluation						
20 - Assessment and Evaluation Methods	9	56.3	47	49	1	1
G. Counselling						
21 - Theory and Practice in Guidance and Counselling of Adult Learners	6	37.5	39	40.6	1	2
22 - The Organization of Occupational Information and Career Guidance Service	4	25	33	34.4	2	1
H. Special Types of Adult Education						
23 - Distance Education	2	12.5	2	2.1	5	15
24 - Community Work and Action	2	12.5	15	15.6	5	4

	V. A. Reps. replies N=16		Teachers replies N=96		Rank Within Category	
		%		%	V. A. Reps.	Teachers
25 - Literacy and Adult Basic Education	2	12.5	5	5.2	5	11
26 - Education for the Elderly	1	6.3	7	7.3	9	9
27 - Extension Work and Programmes	1	6.3	10	10.4	9	7
28 - Industrial Education	3	18.8	6	6.3	4	10
29 - Commercial Education	1	6.3	22	22.9	9	1
30 - Consumer Education	1	6.3	8	8.3	9	8
31 - Health Education	1	6.3	4	4.1	9	13
32 - Family Life Education	4	25	13	13.5	1	5
33 - Civic Education	4	25	12	12.5	1	6

	V. A. Reps. replies N=16		Teachers replies N=96		Rank Within Category	
		%		%	V. A. Reps.	Teachers
34 - Political Education	1	6.3	3	3.1	9	14
35 - Prison Education	0	0	5	5.2	15	11
36 - Vocational Training Education	2	12.5	16	16.7	5	2
37 - Continuing Professional Education	4	25	16	16.7	1	2
I. Practical Work						
38 - The Writing of Course Materials for Adult Learners	3	18.8	16	16.7	5	4
39 - The Production of Audio Visual Aids for Adult Learners	2	12.5	24	25	2	6

	V. A. Reps. replies N=16		Teachers replies N=96		Rank Within Category	
		%		%	V. A. Reps.	Teachers
40 - Visits to Adult Education and Related Institutions	3	18.8	14	14.6	5	2
41 - Observation of Classes and Activities	0	0	13	13.5	1	1
42 - Curriculum and Programme Design Practices	2	12.5	20	20.8	2	5
43 - Adult Teaching and Activity Practices	2	12.5	15	15.6	2	3
J. Research Methods						
44 - Basic Statistics	1	6.3	11	11.5	1	3

	V. A. Reps. replies N=16		Teachers replies N=96		Rank Within Category	
		%		%	V. A. Reps.	Teachers
45 - Research Methodology	4	25	10	10.4	3	2
46 - Computer Concepts and Basic Programming	2	12.5	39	40.6	2	1

Any other suggestions:

- Education for the adult handicapped
- Basic concepts of Education
- Courses to further knowledge of subject matter
- Education Psychology

Interpretation

Top ranks for each category can be interpreted as being considered important by the groups. For a balanced curriculum the ranks will be taken into consideration for decisions in later chapters.

(B) From Lecturers

Question

For the current Certificate in Education programme, which of the following courses do you feel would be suitable for the elective components? (Please tick 3 only)

Lecturers - Part B Question (1)

Results

Lecturers - Total responses to Question 14
- Total non-response 1
} 15

Rank Order	%	N=15	
9	6.7	1	The History of Philosophical Concepts of Adult Education
6	13.3	2	The Sociology of Adult Education

Rank Order	%	N=15	
3	26.7	4	The Socio-economic Background related to the Development of Adult Education in Hong Kong Present, Past and Future
2	33.3	5	Lifelong Learning
6	13.3	2	The Psychology of Adult Learning
1	53.3	8	The Designing of Adult Education Curriculum and Activities
6	13.3	2	Communication Skills
3	26.7	4	Theory and Practice in Guidance and Counselling of Adult Learners
5	20.0	3	Assessment and Evaluation Methods
			Other (Please specify) Introduction to Adult Education

Interpretation

The top 3 ranks are:

	Rank
The Designing of Adult Education Curriculum and Activities	1
Lifelong Learning	2

	Rank
The Socio-economic Background related to the Development of Adult Education in Hong Kong Present, Past and Future	3
Theory and Practice in Guidance and Counselling of Adult Learners	3

It appears that the lecturers consider the above topics suitable for the elective component in the present Certificate in Education programme.

Question

For the current Advanced Diploma in Education programme which of the following courses do you feel would be suitable for an elective titled "Studies in Adult Education"? (N.B. Required core courses: Method of Educational Enquiry, Principles of Education and School Curricula) (Please tick 6 only)

Lecturers - Part B
Question (2)

Results

Lecturers - Total responses to Question	14	15
- Total non-response	1	

Rank Order	%	N=15	
5	40.0	6	Adult Education in the World Perspective
1	66.7	10	The Issues and Policies of Adult Education
6	33.3	5	Adult Education and Development
12	6.7	1	The Career of the Adult Educator
2	46.7	7	The Planning, Organizing and Managing of Adult Education Institutions
2	46.7	7	The Adult Learner
2	46.7	7	Methods of Identifying Adult Educational Needs
6	33.3	5	The Multi-Methods of Adult Teaching and Learning
6	33.3	5	Types of Adult Education
9	20.0	3	Assessment and Evaluation Methods
9	20.0	3	The Organization of Occupational Information and Career Guidance Service
11	13.3	2	Research Methodology

Rank Order	%	N=15	
12	6.7	1	Other (Please specify) Mass Media and Adult Education Theory and Practice of Adult Education Teaching English as a Foreign Language

Interpretation

The topics ranking in the top 5 ranks are:

	Rank
The Issues and Policies of Adult Education	1
The Planning, Organizing and Managing of Adult Education Institutions	2
The Adult Learner	2
Methods of Identifying Adult Educational Needs	2
Adult Education in the World Perspective	5

It appears that the lecturers consider the above topics suitable for inclusion in the elective component of the Advanced Diploma in Education.

4.2.6 Analysis of Related Literature

As it has been stated in a previous paragraph, research literature related to curriculum planning for university training programmes is scarce. Writing in 1981 Roy J. Ingham and Gardener Hanks[1] stated "Graduate degree programs for the preparation and upgrading of adult educators were first established half a century ago. Since then the number of such programs has increased remarkably, though vigorous research to assess the relative effectiveness of such programs is lacking".

If Hong Kong had had such training programmes, this study should have been on the relative effectivenesss of the programme. But since it was necessary to develop such a programme, the purpose of this review of literature had to find out some of the research studies that had been done and what experts in this field thought on topics related to the title of this study namely:

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1. Ingham R. J., Hanks G., Graduate Degree Programs for Professional Adult Educators in Grabowske S. M. and Associates, Preparing Educators of Adults. Washington, Jossey-Bass Publishers, 1981.

- Administrative Arrangements
- A Curriculum for an University Training Programme for Adult Education
- Adult Learner
- Adult Education

On Administrative Arrangements

John Wilcock,[1] Staff Tutor in Psychology in the University College of Cardiff pointed out that "a faculty, school or department of education within any university which does not have an adult education component is strangely incomplete. It tacitly assumes that education and schooling are coincident, acceptance of the idea that education is, or should be, a lifelong process, on the other hand presupposes that adult provision sits firmly within an educational endeavour." He further elaborated two main concerns for the adult education section of any School of Education, namely: the training of adult educators, including in-service training for the university staff of other departments and the initiation of research into curriculum development for adults and effectiveness of teaching practice.

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1. Wilcock J. Adult Education, Vol. 47, No. 1, p. 17-21, England. National Institute of Adult Education, 1974.

On Curriculum for a University Training Programme for Adult Education

Van Dyne Robert[1] Marion in his dissertation for the Degree of Doctor of Education in 1974 compared student in perceived attitudes of Teaching Effectiveness between adult education with teachers preparation training and adult education instructors without teachers preparation training (i.e., teachers trained for the formal school system) and came to the conclusion that "there was no significant difference in teacher effectiveness or in student attendance rate between adult educators with and without teacher preparation training in Yolo County, California. However, the study did seem to indicate that instructor without teacher preparation training presented a greater amount of subject knowledge and more effectively defined the class objectives than adult education instructors with teacher preparation training," and it also seemed apparent that regular teacher preparation training was not as effectively for adult education instructors as was teacher preparation training concerned specifically with the teaching of adults.

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[1] Marion V. D. R. *Comparison of Student-perceived Attitudes of Teaching Effectiveness Between Adult Education Instructors with Teacher Preparation.* Unpublished dissertation for the Degree of Doctor of Education to Department of Educational Administration, Brigham Young University, U.S.A., 1974.

Robert William Rupert[1] in his dissertation for the Degree of Doctor of Education in the University of Southern California proposed in 1975, A Model Teacher Training Programme for Full-time Adult Education Teachers, based on six null hypotheses on teachers and administrators expressing the different aspects of needs for full-time public school adult education programme. He drew up a model based on four areas in a curriculum for a Training Programme built upon a Bachelor's Degree. The areas were:

1. Introductory Activities
2. Understanding the Learner
3. Development of Resources

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1. Rupert R. W. A Model Teacher Training Programme for Full-time Adult Education Teachers. Unpublished dissertation for Doctor of Education Degree presented to The Faculty of the School of Education, University of Southern California, 1975.

4. Practical Experience

But no detailed curriculum for any of the areas was given.

The provision of training was made clear by Cyril O Houle[1] who called:

The Pyramid of Leadership in Adult Education, i.e.:

- volunteers
- part-time adult educators with other related or unrelated full-time job
- full-time professionals and specialists

For volunteers and part-time adult educators training can be done through staff development programmes or courses in adult education and for full-time professionals and specialists training should be provided by universities in the form of Certificate, Diploma, M. Ed. and Ph. D. courses.

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1. Cyril O Houle. The Educator of Adults, in Handbook of Adult Education, 1970, p. 109. U.S.A.: Macmillan, 1970.

Graham Mee[1] gave a detailed description of the type of specialist studies submitted by students taking Diploma in Adult Education in the University of Nottingham: e.g.,

- The adult learner/teaching methods
- History
- Organizational Structures
- Curriculum (particulars areas, e.g., craft, sports, drama)
- Community in education, development centres, schools
- Training of part-time teachers
- The disadvantaged (e.g., literacy programmes)
- Adult education and particular institutions (e.g., churches, museums)

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[1] Mee, Granham. Research Programmes for Adult Educators, in Studies in Adult Education, Vol. 10, No. 2, October, 1978, p. 161, England. The National Institute of Adult Education, 1978.

- Role education (e.g., nurse, parent)
- Other topics were:
    - Adult education in other countries
    - Philosophy
    - Adult education and the arts
    - Resource centres in adult education
    - Marketing
    - Social change

Subject areas for Masters' research programmes in the Universities of Manchester and Nottingham were:

- Adult education in other countries
- Community in education, development centres, schools,
- History
- Role education
- The adult learner/teaching methods
- The disadvantaged
- Curriculum
- Training of part-time teachers
- Adult education and particular institutions
- Other subjects were:
    - Student counselling
    - The media

- Management
- Health education
- Evaluation

As recently as 1981, Roy J. Ingham and Gardener Hanks[1] writing an Graduate Programs for Professional Adult Educators proposed a Method of Designing Action System (MODAS) based on 12 steps:

Step 1 Describe the Present State of a Situation

Step 2 Describe the Desired State of the Situation

Step 3 Formulate a Rationale for the Desired State

Step 4 Classified the Observed State

Step 5 Locate Explanatory System

Step 6 Design an Initial Plan of Action by Translating the Abstract Means Concepts into their Concrete Referents

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1. Ingham R. J., Hanks G., Graduate Degree Programs for Professional Adult Educators, in Grabowske S. M. and Associates, Preparing Educators of Adults. Washington, Jossey-Bass Publishers, 1981.

Step 7 Identify and Measure Exogemous Variables Related to the Purpose Concept and Refine the Initial Plan of Action

Step 8 Prepare a Method for the Process and Production Evaluation of the Plan Prior to its implementation

Step 9 Implement the Plan of Action

Step 10 Implement the Process Evaluation Plan

Step 11 Modify the Plan of Action if necessary

Step 12 Conduct the Final Product Evaluation

It is a system method based on planning, execution evaluation and change if necessary, but is too long to be followed by this study.

On Adult Learners

Writing on the adult learners Roby J. Kidd in "How Adults Learn" drew the differences between the child and the adult by stating that "the child comes to school more or less to learn what the school is teaching. The adult may and often does bring quite different views to the classroom from those held by the teacher. This may result in conflict",[1] but then "it can be the basis for effective learning by both".[2] He went on to point out that during the life span of an adult there are many role changes such as:

- Reaching the peak of one's work career
- Setting adolescent children free
- Working out a satisfactory relationship with aging parents
- Creating a home with a new focus as the children leave

Role changes usually bring with them stress, and may also be directly related to changes in personality and the growth of self. "Increasingly experts in physical education, medicine and psychiatry are all saying that one of the most important things any person can learn is how to handle tension and stress."[3] He seemed to advocate that appropriate course in adult education helps to handle life changes.

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[1] Kidd J. R. How Adults Learn, p. 38. New York, 1973, Associate Press.

[2] Ibid.

[3] Ibid, p. 41.

"Adults tend to perceive time differently. The child or youth lives not only in the present but in the future. Time seems endless to the youth ..... Adults have more stable interests ..... they are able to internalize long-range goals and work towards them over a period of time."

Many of the differences between the school age children and adults drawn up by the consultative groups in the interviews coincided with what Roby Kidd said of the child and the adult, such as:

- Adults have more experience
- Adults have different kinds of experiences
- Adult experiences are organized differently[1]

Kidd also stressed the fact that adults are self motivated in the paragraph on "The Self Learner"[2] and by quoting such tests as done by W. A. Owen and S. Granick and R. D. Patterson reported the belief that the human intellect declines with age. "Increasing evidence is coming in to support the view that adults of all ages can learn effectively - that age has no veto power over learning ..... Of all human abilities, judgement and reasoning ability seem to reach a peak latest in life ..... Exercise of the mind seems to retard deterioration. The older adults can continue to learn meaningful and difficult things, although there is a decline in ability to remember isolated facts."[1]

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[1] Kidd J. R. How Adults Learn, p. 46. New York, 1973, Associate Press.

[2] Ibid, p. 47

This has great implication on the promotion of adult education.

On Adult Educators

Malcolm Knowles writing in 1974[2] stated that an adult educator is one who helps adults learn. His job is to:

1. help to diagnose needs

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[1] Kidd J. R. How Adults Learn, p. 91. New York, 1973, Associate Press.

[2] Knowles M. S. The Modern Practice of Adult Education, p. 21-22. New York, 1974, Associated Press.

2. plan learning experience
3. create conditions to motivate learning
4. select effective methods for learning
5. provide resources
6. evaluate learning experience

at programme directors level they should be able to:

1. assess societal needs
2. establish management structure
3. formulate objectives
4. institute and supervise procedures
5. assessing programme (i.e. evaluating)

at professional leadership level they should be able to:

1. develop new knowledge
2. prepare material
3. invent new technique
4. provide leadership for co-ordinating and organizing
5. train adult education workers
6. promote further development of the field

Roby Kidd regarded the teacher in the learning transition[1] as one who assists learning to happen, who manages learning and is a change agent and an "animateur"

Overstreet:[2] "The adult educators cannot simply be a person of good will and generous impulse and large ignorance. He must know something well." He believes a teacher or administrator needs four qualities,

1. he must go on learning
2. he must have some expertise
3. he must have a sense of relationship broad enough to redeem for narrow specialization
4. he must have a sense of community

What constitute a proficient practitioner or educator in adult education?

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[1] Kidd J. R. How Adults Learn, p. 292. New York, 1973, Associate Press.

[2] Ibid, p. 298 and 299.

Alan Knox[1] gave a full and detailed description of what an adult educator should know and should be. If training is a form of education and education is to mould the educant in one form or another, we have to know what final products we want to come out from the other end of the process. Alan Knox summed it up in three broad areas:

1. Perspective of the Field
2. Understanding adults as learners
3. Personal qualities

In 1. Knox was quick to point out that the part-time uses and fragmented nature of adult education make it difficult for one to see the field in real perspective. Added on top of these are the agencies' aims and objectives, for very often adult education is not called adult education in plain terms but cover under names such as Consumer Education, Family Life Education, Civic Education, Labour Education, so that agencies specializing in one type or another are not aware that they are providing what the umbrella term calls adult education.

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[1] Knox A. Practitioner Proficiency in *Year Book of Adult and Continuing Education*, 1980-81, Chicago, 1980. Marquis Academic Media.

Very often too, the agencies have adult education programmes only as an outcome of or an appendix to their other main work, e.g., if the Consumer Council should give a course on Consumer Education, its main job would not be to give that course but the course would promote their other work related to consumers and merchants. The same goes with courses on Anti-corruption and Justice by the I. C. A. C. A good perspective of the field will give one the incentive to give all one has because the field of adult education is so broad and all one knows or has is so small and little.

An understanding of adults as learners is vital to being able to deliver your knowledge well, and getting things across to them. If school teachers should understand the pupils they teach why not the adult teachers also understand the adults they teach. Adults are not the same as children, although William Wordworth said, "The child is the father of the man." In the new "Journal of Lifelong Education" just mentioned, Paula Allman[1] in "New Perspectives on the Adult: An Argument for Lifelong Education" points out that there are three basic assumptions related to adults to be changed, and adult educationists are setting about to change them. These assumptions are:

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[1] Allman Paula, New Perspectives on the Adult: An Argument for Lifelong Education, in Internal Journal of Lifelong Education, Vol. 1, No. 1, 1982, p. 41-50, England. The Falmer Press, 1982.

1. Education and "schooling" are often interpreted synomously because one of the most fundamental objectives of both is to develop youth for adulthood and therefore educational studies have centred in that period of growth.
2. Adulthood is assumed to be a non-developmental period of life since physical development has stopped at early adulthood, therefore, the assumption is that everything rests at that state as well. Therefore, studies tend to centre on pre-adult-hood, and little is done on after growth.
3. Adulthood is supposed to be the period during which the individual utilizes previously learned or developed capacities to fulfill social roles, then lifelong education, though important, is classified as a leisure pursuit.

While drawing upon the prevailing non-developmental model of adulthood, it has become impossible to argue that lifelong or recurrent education is as much a necessity for, and a right of, the adult as it is in the case of the child. But studies on the cognitive development of adult have depicted that adults actually improve with advancing age in problem solving activities.

Paula Allman goes on to cite the words of Longe 1936, Demning and Pressey, 1957, Horn, 1976, Labouvie - Vief, 1977, etc. to show that their studies have proved that the adults are not the end-product of child and adolescent development but are themselves in the process of development. It means that lifelong education must embody objectives for that development.

The understanding of the adults' psychology and modes of learning with all their potentials and experience have great bearings on teaching methods.

Regarding 3. in Allan Knox's article on personal qualities as educators of adults, three points have been stressed, i.e. commitment, interpersonal effectiveness and approach to the practice. On the first two points, one might argue that they are nothing new, for what good educator does not have commitment and interpersonal relationship. But the third point on approach to the field is typical of an adult educator.

While an educator of the school system may have the common curriculum of the system to base on in many countries, the adult educator has to be alert and versatile to social needs and trends in all countries. For example, in the area of Commercial Education, one day, courses on shorthand and typewriting are in vogue, the next day, audio-typewriting is in vogue. One day, you may invest in accounting machines and think you are doing great to provide machanized accounting, the next day your machines are out of date and the mini-/micro computers are here to take their places. How are you to keep up or should you keep up with the changing trends, that is more than a problem.

The above review of literature had provided much inspiration for the later parts of this study, particularly in the setting of aims and objectives for the training programmes.

4.3 Action III Summarize Problems Identified Based Upon Needs

4.3.1 Adult Educational Needs Based on Hong Kong Situations

1. Hong Kong is a small island with a dense population and situated in the international concourse of traffic much influenced by change. Adult education is needed to adapt to change.
2. To maintain the present political situation, Hong Kong has to keep up its standard of usefulness for China. Adult education is needed to maintain standard.
3. Industry needs to be diversified in Hong Kong so as not to compete with China and other South-east Asian countries on labour intensive products. Adult education in the form of training and retraining is needed for industrial diversification.
4. The crowded living conditions bring in many social problems. Adult education is needed to solve some of these problems.
5. The 25.12% increase in adult population age 20-65 within the last 5 years speaks of need for adult education towards career training citizenship and family life, health leisure.

6. Increase in enrollment of adult education programmes in almost all adult education institutions demonstrate a need for these programmes.

4.3.2 Adult Educational Needs Based on Consultative Groups Perceived Needs

1. The representatives of voluntary agencies and the lecturers of the School of Education had identified 17 types of adult educational needs with Adult Occupational Education, Family Life Education and Civic Education ranking among the top 5 for both groups.
2. Both groups seemed to indicate that the adult educational needs they had identified had not been adequately met.
3. The representatives of voluntary agencies were more strong in feeling that government had great responsibility in providing adult education service to the public, and the lecturers also felt government should.
4. Almost all the representatives of voluntary agencies strongly felt that government financial support was not enough whereas the lecturers seemed to show they were not aware of the situation.

4.3.3 Training Needs Based on Special Groups Perceived Needs

1. The responses from the representatives of voluntary agencies seemed to indicate that the problem identified in non-teaching staff rested with some root causes, among which were the lack of training and recognition.
2. It seemed the problems identified in the teaching staff by the representatives of voluntary agencies centred around staff mobility and lack of training among others such as low pay and lack of time and facilities.
3. The responses from representatives of voluntary agencies and the lecturers seemed to indicate that there were more differences than similarities between teaching secondary school age students and teaching adults, and many differences had been identified in the two groups of learners. This may imply that special training for adults is needed.
4. In fact, the responses from both the representatives of voluntary agencies and the lecturers seemed to indicate that the majority of them thought that a corps of trained adult educators is much needed in Hong Kong for now and in the future.

(87)

4.3.4 Training Needs Based Upon Hong Kong Situations

According to the enrollment statistics of the major providers of adult education programmes there are over twenty three thousand people taking adult education courses, not counting those in the Polytechnic and Technical institutes.

An estimation of 1,680 institutions need trained adult educators to promote educational programmes, be they felt or unfelt needs. If each year were to produce 40 trained adult educators it would take to the 20th Century to meet partially the need. There are less than a dozen trained adult educators who had had a year or longer period of training. It being costly and inconvenient to go abroad to receive training, it is essential that Hong Kong should provide its own training programme.

But systematic training for adult educators is non-existent in any of the institutes of higher learning although fragmented training courses are occasionally offered by different sectors. It is true that part-time adult education teachers can be trained by part-time programems but trainers of trainers are needed to operate them. What Hong Kong needs are two of the ten categories pointed out by UNESCO Third International Conference on Adult Education, namely senior administrators and planners and directors of training courses. These are best done in the Universities.

4.3.5 Training Needs Shown by Information from Universities

Information obtained by universities show that out of 32 British universities 11 of them have training programmes for adult education of which only 3 provide programmes at the certificate level for teachers, but 9 provide programmes at the diploma level for administrators and upper level teaching staff, to be followed up by programmes leading to the Master Degree in Education. 10 of the 32 Canadian universities offer training programme for adult education, of which 2 offer programmes at the certificate level, 3 at the diploma level, 3 offer Bachelors' Degrees and 7 offer Masters' Degrees. Differing from the British ones, the Canadian universities are on a credit system giving the candidates a variety of courses to choose from for the requirement of different levels. From this situation one can deduce that training for administrators and organizers are considered important in Britain and Canada.

4.3.6 Training Needs Shown by Related Literature

Information obtained from related literature show that adult educators like any professional people need training. Training could be given at different levels. In-service and staff development programmes for volunteers and part-time adult educators, while university training programme should be given to full-time professionals and specialists so that they in turn can train others and organize training programmes for part-time workers.

Adults are different from children and teacher who have received training for children are not significantly different from those who have not received such training. Specific training for adults is still needed.

Training programmes can be organized based models, depending on the type of need.

A separate model has been developed for this study.

To conclude, adult education is much needed in Hong Kong. Systematic training programmes are non-existent. Training is needed for adult educators.

CHAPTER V

STEP 2 DETERMINE SOLUTION AND IDENTIFY ALTERNATIVES

5.1 Action I Decide on the Training Institution

At this stage it is necessary to decide on where a training programme for adult education should take place. Both the representatives of voluntary agencies and education lecturers felt that training could be done in the university as well as in other places, such as the Polytechnic and the colleges of education. But decision on one does not preclude the other. The university is the right place to train educators of high quality and the broad spectrum of adult education requires quality of depth and breadth. Out of the 32 British universities and 32 Canadian universities requested for information 11 and 10 have programmes for adult education respectively. Apart from it being very costly to go abroad to study it is often impossible for a person desiring for further training to leave his post of responsibility for the length of time as is normally required for a training programme leading to a Certificate diploma or a degree. Therefore, the Universities in Hong Kong should provide the opportunity.

Of the two universities it is more favourable to work within the framework of the School of Education in the

University of Hong Kong, not only because it is the author's alma mater and she wants it to take the lead in all things new and worth-while, but because the campus of the University of Hong Kong is more centrally located than the Chinese University. As it is in the School of Education of the University of Hong Kong that this study takes place it is easier to understand its set up than that of the Chinese University.

The University of Hong Kong is known for preserving its tradition and therefore not easily lendsitself to freedom of forms. Any new innovation will have to be carefully considered as part of the mosaic, and this study is just doing that. If the Chinese University is interested, the course contents developed can easily be adapted to suit their purposes.

5.2 Action II Describe the Set Up of the School of Education in the University of Hong Kong and Identify Solution Alternatives

Since it is proposed that the training programme for adult education be operated in the School of Education, it is necessary to work within its framework. A short description on it is given below:

The School of Education, headed by the Dean and a Professor of Professional Studies, has a Reader, 6 Senior Lecturers, 14 Lecturers, 1 Assistant Lecturer, and 11 Teaching Consultants on the teaching staff. The lecturers each take on a teaching load of 6 to 9 hours per week including tutorials, but excluding class visits to students on teaching practice. The staff have unofficially grouped themselves into the theory people and the practice people. The theory people have more to do with the Advanced Diploma in Education and Master in Education whereas the practice people have more to do with the Certificate of Education. The school offers:

1. Certificate in Education (Cert. Ed.)
2. Advanced Diploma in Education (Adv. Dip. Ed.)
3. Master of Education (M. Ed.)
4. Master of Philosophy (M. Phil.)
5. Doctor of Philosophy (Ph. D.)

The Certificate of Education[1] is a 2-year part-time post graduate programme as initial training for teaching in secondary schools. It consists of:

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[1] Appendix XIX, Details of regulations for Certificate of Education.

- two courses in method and practice of teaching
- one course in using English as a medium of instruction and
- one of the courses in each of the following sections:

1. Principle of Education
2. Psychology of Education
3. Sociology of Education and Comparative Study of System of Education
4. Curriculum Study and Educational Technology
5. Elective studies to be offered from a list to be published at the commencement of each academic year

The candidates of the Certificate of Education are both in-service as well as pre-service, both have to satisfy the examiner in practical teaching and written examinations.

The Advanced Diploma in Education (Adv. Dip. Ed.) is to prepare present and prospective educational administrators and teachers with potential for heading departments in schools. It is a 36 weeks study of a part-time nature with a minimum of 216 hours of prescribed work. Admission to this programme is open to holders of a recognized degree and a Certificate in Education or equivalent standard. The curriculum is divided into two parts:

1. A core curriculum to be taken by all candidates consists of:
   - Principles of Education
   - Methods of Educational Enquiry
   - School and School Curricula
2. One main course to be selected from a list approved by Senate in the year preceding admission of the candidate to the curriculum. In 1981-82, the list of main courses are:
   - The Management of Education
   - The Teaching of English as a Foreign Language
   - Studies in Teaching and Learning

Each of the main course or elective is sub-divided into 6 units of study areas.

The differences between the electives in the Certificate in Education and the Advanced Diploma in Education are the elective in the Certificate Education is generally non-examinations oriented. It consists of 10 to 15 hours on a special topic volunteered by the teaching staff based on their own specialties, while the elective of the Advanced Diploma is a main course besides the Core Courses. It is followed by the Master Degree of Education. The elective takes 50% of the total 216 hours of studies.

The Master Degree of Education "Extends over 36 weeks of part-time study in not more than 2 academic years with a minimum of 216 hours of prescribed work, and shall include an examination comprising not less than 3 and not more than 6 written, and/or practical assignments."[1] The solution alternative of the training programme for adult education lies in the above three levels of programmes.

The degrees for Master of Philosophy and Doctor of Philosophy are done by self study based on an approved scheme of research. Therefore, they have been excluded from this study.

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[1] University of Hong Kong Calendar 1981-82, p. 329. Hong Kong 1981.

CHAPTER VI

STEP 3 SELECT SOLUTION STRATEGIES FROM AMONG ALTERNATIVES

6.1 Action I Provide Rationale for Solutions

1. Elective in the Certificate of Education Programme (Cert. Ed.)

When asked whether it would be a good idea to have some basic courses on adult education incorporated in the existing teachers training programmes in the University of Hong Kong such as Certificate in Education, Advanced Diploma in Education and Master Degree in Education, the representatives of voluntary agencies all thought it a good idea to have courses in all three programmes whereas most of the education lecturers did not think the Certificate of Education a good place for a course on adult education to be incorporated but suggested alternatives such as Advanced Diploma in Education. Their reasons being that the target group for the Certificate is in-service and prospective teachers of secondary schools. The course is short and there is no place to fit in a course not directly related to their work. Those who thought it a good idea recommended the elective as the place for a course on adult education. But most of them had worries as to whether enough candidates would opt for it in the Certificate of Education electives.

The idea of an elective in the Certificate in Education is acceptable as a preparatory course to a more intensive training programme at the Advanced Diploma in Education. Such an elective should be in an area which would give the candidates a kind of introduction to adult education and at the same time enhancing their knowledge and skill at teaching a secondary school.

Such an elective would stand to last even when an independent Certificate in Adult Education parallel with the Certificate in Education would be in operation. There are several reasons in favour of secondary school teachers having a knowledge of adult education.

1. Secondary school aged students should be inspired with an attitude of continuing lifelong learning. Education received at school is not enough to last for a life time without further input in this era of rapid change and knowledge explosion.
2. Parent-teachers associations should be helped to play a more active role by organizing and running seminars and courses for members so as to bridge the generation gap between parents, teachers and the students.

3. Although many schools have a clause in their staff regulations requiring their full-time teachers to obtain permission prior to taking on a part-time employment in the hope that teachers would be deterred from part-time employment and save energy for their full-time employment. But how many teachers keep that regulation? The reasons for the keeping and non-keeping of it deserve a survey in themselves. Suffice it to say that many teachers are not keeping it, especially those in private or aided-schools where supervisions are not so strict, as can be seen by the number of part-time teachers in adult education classes.

Caritas alone has 496 part-time teachers. Therefore, since they are already taking adult classes despite any regulations reasonable or otherwise, and since most of them do so for sound economic reasons of keeping up a family, it is but right that they should have a chance to know something about adult education while they are undergoing training at the Certificate in Education stage. After all the adults they teach are but ex-students of the secondary schools in most cases.

Regarding the choice of courses for the elective. Taking the choices made by respondents of List I, II and III as a yardstick and ticking the first 5 rank order into consideration, the following situation ensued:

Rank Order[*1]			
List II (Lecturers) Cert. Ed.	List I (V. A. Reps.)	List III (Teachers)	
*2	1	1	- The Planning, Organizing and Managing of Adult Education Institutions
1	1	1	- The Designing of Adult Education Curriculum and Activities
6	1	1	- The Psychology of Adult Learning
5	1	1	- Assessment and Evaluation Methods

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*1. Rank Order for List I and List II were within the different categories.

*2. Course title not on List II for choice of elective to be incorporated in the Certificate of Education.

Rank Order[*1]

List II (Lecturers) Cert. Ed.	List I (V. A. Reps.)	List III (Teachers)	
*2	1	3	- The Multi-Methods of Adult Teaching and Learning
3	1	2	- Theory and Practice in guidance and counselling of Adult Learners
3	1	1	- The socio-economic background related to the Development of Adult Education in Hong Kong, Past, Present and Future
2	*3	*3	- Lifelong Learning

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*1. Rank Order for List I and List II were within the different categories.

*2. Course title not on List II for choice of elective to be incorporated in the Certificate of Education.

*3. Course title not on List I and III because the idea came after copies of List I but before copies of List II were distributed. List III was kept in line with List I.

Since the above course topics have been ranked within 1 to 5 by one or more of the 3 groups of respondents, it can be interpreted that they felt them as important. There are one or two ways to consider them for an elective in the Certificate in Education since by duration it can only take 10 to 15 hours and by nature it can only act as an introduction. Therefore, we can either modify some of the topics and put them under the umbrella heading "An Introduction to Adult Education" or to take one of them and go into depth. The advantage of the former is that the candidates will have a broad and general idea of adult education while the latter will be in more details on one aspect of the field. Therefore, 2 alternatives are proposed:

1. An Introduction to Adult Education
2. An Introduction to Lifelong Learning

The reasons for choosing Lifelong Learning to go more into depth is, it is more pertinent to the candidates of the Certificate in Education who are either in-service secondary school teachers or prospective secondary school teachers, and their having an understanding of lifelong learning has a penetrating impact on the students. It also ranked first in the choice of elective for the Certificate in Education by the lecturers. As M. A. Brimer states,

> "I would not wish to maintain that formal education should convert to the principles fundamental to lifelong education but rather that a strand of what lifelong learning requires should persist throughout formal learning and be given increasing expression as the opportunity to diverge from goals directed by others increases."[1]

If teachers would have this "Strand of what lifelong learning requires" than they could pass it on naturally to the students. Brimer brought many relevant methods to achieve this "autonomy in pursuit of learning" such as skill in communication, effective listening to the media, knowledge of one's own disposition and limitations, making of orderly notes, focussing strategies and the search for information and so on. The ability to make use of publicly available forms of knowledge such as the library and the museum were also

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1. Brimer M. A. Paper on "Achieving Autonomy in the Pursuit of Learning" presented to the ASAIHL Conference, Hamburg, 1972.

considered important. In short,

> "achieving autonomy in the pursuit of learning is not a goal merely for the elite but for all. If schools prepare for it appropriately than higher education ceases to be the prerogative of the few and becomes accessible and understandable to all."[1]

In fact, lifelong education was ranked second by the lecturers in their choice of elective components for the Certificate in Education.[2] A curriculum content of 10 lectures on the elective on "An Introduction to Lifelong Learning" have been developed.[3]

As for the "Introduction to Adult Education" a curriculum content based on a simplified version of the respondents preferred topics has also been developed. The topics have been modified so as to avoid seeming repetition in the

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[1] Brimer M. A., Paper on "Achieving Autonomy in the Pursuit of Learning" presented to the ASAIHL Conference, Hamburgh, 1972.

[2] See page 160.

[3] See page 225.

Advanced Diploma where some of them will be treated in detail. This elective would help teachers who are either working in evening schools for adults or initiate them into the field of adult education for future practice. While the elective on Introduction to Lifelong Learning gears more to self development, the Introduction to Adult Education gears more to developing others.

2. Elective in Advanced Diploma (Adv. Dip.)

The real curriculum proper for the training programme for adult education should be in the elective of the Advanced Diploma where the elective forms the main body of the programme, keeping the existing Core Courses not only just to fall within the framework but to give the adult educators a broader base of knowledge related to the formal education system. The decision is based on:

1. Most of the responding lecturers and voluntary agencies representatives thought the Advanced Diploma a right place for an incorporation of courses in the existing training programmes.
2. The Advanced Diploma is to prepare present and prospective educational administrators and teachers with potential for heading different departments in schools. Future evening

programmes may form a department of the day schools to be co-sponsored with the parent teachers association or self run.

3. The choice of topics made by the voluntary agencies' representatives and the teachers indicated a strong interest in the administrative area. 75% from the voluntary agencies representatives and 62.5% from the teachers opted for the Planning Organizing and Managing of Adult Education Institutions. 46.7% of the lecturers chose it on their list. Therefore, all 3 groups seemed to think administrative knowledge important for adult educators. Other topics receiving higher ranks were also related to administration. In fact the topics cited on a previous page[1] as falling within Rank 1-5 are suitable topics for the elective in the Advanced Diploma in Education. A curriculum for the elective has been developed in the next chapter.

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[1] See page 200.

4. There had been some misgivings as to whether the right personnel could be recruited for teaching should a training programme for adult education be mounted. But from the interview it was revealed that within the School of Education there is enough personnel resources qualified to handle an elective in the Advanced Diploma in Education[1] if others are employed to substitute their present teaching load, and the topics are chosen to suit their expertise. Therefore, an alternative curriculum based on the existing personnel resources in the School of Education, has also been suggested, but left to be developed by the lecturers concerned.

5. The present situation as indicated by the poor response on the subvention scheme[2] seems to show that to prepare adult educators for administration

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[1] See page 134.

[2] See page 12.

and organization is of higher priority than to prepare them for teaching. Although teaching adults is not the same as teaching secondary school age students, yet most teaching of adults is done in the evening and qualified teachers of secondary school are happy to take on a part-time job, therefore, part-time personnel could be given in-service training on adult education. The present does not seem to be the right time to introduce a full-time training programme for teachers of adults.

6. On the point of recruitment of participants for the course there seems to be little to worry about because once the elective in the Certificate in Education is mounted the candidates for the Certificate in Education choosing that elective are prospective candidates for the Advanced Diploma in Education choosing the elective on adult education as indicated by the interest in the Planning Organizing and Managing of Adult Education Institutions even by the 62.5% of the responding 96 teachers, it shows that those teachers after being involved in part-time

teaching for some time and having an inclination to look for higher prospects or change of work nature from teaching to administration will seek to prepare themselves for the change in evening institutions, not wanting to lose the full-time post or not having enough administrative posts in day schools for an opening.

7. For the future development of Hong Kong, the development of workers is an essential part of any developmental plan. It is true that a Vocational Training Council has been set up to look into training needs and the Technical Teachers Training College is planning for an expansion, but one of the effective means of workers development would be tied up with developing the workers' attitudes and morale, and one way to do so would be to employ an education officer or adult education organizer to take care of training and other cultural and interpersonal relation needs. This person can be the personnel manager himself viable for a firm or factory with less than 200 employees, or an officer within the personnel department viable for an establishment

with more than 200 employees. According to the Directory of Hong Kong Industries 1981-82, there are 693 establishments with more than 200 employees. Whether these persons be personnel managers or education officers they will be more effective if they have had training in adult education. The candidates are potential manpower resources for these post, once the managements are given to understand the benefit to be derived from creating such a post. Japan sets a good example for making use of educational activities as a fringe benefit for staff to create cohesion and maintain morale and attachment to the establishment.

3. Degree of Master of Education (M. Ed.)

The programme leading to the Degree of Master of Education aims to consolidate ideas from the Advanced Diploma Electives. It cultivates poise in a practising educator, and refines research skills with a view to producing a dissertation which makes a valuable contribution.

A programme leading to Master's Degree in Education can also be developed from the Elective on Adult Education in the Advanced Diploma in Education. Nine British universities and seven Canadian universities offer Master Degree of Education programme in adult education. It would be an advantage to have it in Hong Kong especially for its research value. A curriculum outline for the course-work is provided in the next chapter.

4. Certificate in Adult Education

It was pointed out that it is not opportune to create a totally new programme titled "Certificate in Adult Education". The responding lecturers did not seem to oppose the idea of having this programme but they had worries and reservations. They pointed out:

1. It would take up too much of the resources. The present priority of the school seemed to be for secondary education. Special education might have a place. In fact a post had been created for special education but recruitment had proved difficult and was left unfilled. Special education had a place because learning facilities were commonly found in the secondary schools. But adult education would not rank high, since it was of the opinion that adults were better able to fan for themselves.
2. Before such a Certificate was mounted the recognition from the Education Department for

incremental purposes had to be ensured, since it should be on the same level as the Certificate in Education, but would it receive the same reward in monetary terms still remained to be clarified.

3. There were doubts whether there would be enough practising teachers spending time on it since so far with a Certificate in Adult Education or without they manage to get a part-time job in the evening, and the day should not come when rigid qualifications required in formal secondary schools should be applied to adult education. Besides there were not so many full-time posts in adult education to take them.

All the above three reasons expressed by the responding lecturers are valid only up to a point, that is, if we accept the closed view on adult education and restrict it to evening and part-time education and exclude it from vocational training and retraining and if we continue to accept that teaching in tertiary education does not require formal training in teaching but only knowledge of subject matters. Several universities are already having course for teaching of the professions such as the University of Manchester and the University of Nottingham.

If we look ahead to a time when the distinction between teaching in-school age groups and out-of-school age groups are realized and a strong bilateral system of full-time, and part-time education is established for all to fall in and out of the system and in again to gain knowledge to adjust to life changes then a Certificate in Adult Education would be an asset to the community.

Therefore, a curriculum for a Certificate in Adult Education should also be planned for the right opportunity. An outline has been done in this study. Perhaps the School of Education in the Chinese University would find it feasible to plan and run it within their system, while the School of Education in the University of Hong Kong would run the elective in the Advanced Diploma in Education.

6.2 Action II Summarize Solution Strategies

Summary

To sum up the above solutions it is proposed that the School of Education in the University of Hong Kong should:

1. run an elective on adult education in the Certificate of Education on one of the following topics:
    (a) An Introduction to Adult Education
    (b) An Introduction to Lifelong Learning

2. run an elective in the Advanced Diploma in Education titled "Studies in Adult Education" keeping the core courses as the rest of the other electives in the programme.
3. run a Master of Education programme on adult education based on the elective of the Advanced Diploma in Education.
4. run a Certificate in Adult Education in the same level as the Certificate in Education when the time is ripe to do so.

This sequence of planning is different from what the author first set out to find. It was thought the steps should be:

1. Elective in Certificate in Education
2. Full Certificate in Adult Education
3. Full Advanced Diploma in Adult Education
4. Master of Education in Adult Education

The interviews had helped to change to the above proposals.

The planning of the curriculum for the decided type of training programme will be done in the following chapter.

CHAPTER VII

STEP 4 DEVELOP THE CURRICULUM PROPER FOR THE DECIDED TYPE OF TRAINING PROGRAMME

7.1 Action I Determine the Curriculum Frame

Much rationale has gone into the previous chapters in discussing that a university training programme is needed for Hong Kong and that this training programme when in usual operation could appear as follows:

1. Training for teachers of adults
2. Training for administrators of adults
3. Training for specialists in adult education

1. Training for teachers of adults can be done through a Certificate in Adult Education at the same level as the Certificate in Education.
2. Training for administrators of adults can be done through the Advanced Diploma in Education with "Studies in Adult Education" as the elective.
3. Training for specialists in adult education can be done through:
    (a) Master of Education (M. Ed.) programme which is a combination of course work and dissertation.

(b) Master of Philosophy (M. Phil.) and Doctor of Philosophy (PH. D.) programmes which are done through self study plus supervision.

In this study it has also been pointed out that constrained by circumstances it is not opportune to operate the programme in its usual sequence but instead should:

1. Insert an elective on adult education in the Certificate of Education
2. Insert an elective in the Advanced Diploma in Education
3. Operate a Master of Education programme based on the elective of the Advanced Diploma in Education
4. Operate the Certificate in Adult Education in a future time
5. Offer the Master of Philosophy and Doctor of Philosophy at any time

Therefore, the work of this chapter is to develop 1, 2 in detail and 3, 4 in outline since 1 and 2 are for immediate operation while 3 and 4 are for future operation likely to be modified by the results of 1 and 2.

The Curriculum Frame

There are different procedures for curriculum planning but usually they do not deviate too far from the following questions:

1. For whom? i.e. the target group
2. Why? i.e. the aims and objectives:
   aims for the whole programme
   objectives for the course units
3. For how long? i.e. the course duration
4. What to give? i.e. the content
5. How to give? i.e. the method
6. What results? i.e. the assessment
7. How was it? i.e. the evaluation

7.2 Action II Develop the Introductory Curriculum in the Elective of the Certificate in Education

Since the proposed programmes in this study fall within the framework of the existing training programme, many of the items of the curriculum frame are pre-determined by those of the existing programme. An elective in the Certificate in Education takes only 10-15 hours in 10 lectures whereas the elective in the Advanced Diploma takes 108 hours in 6 units with 12 lectures for each unit. So an elective in the Certificate in Education has to be short and concise.

Elective in Certificate of Education

Target Group: The candidates of the Certificate in Education who are being prepared to teach in secondary schools but some may be having a part-time teaching job or will have to deal with adults who are parents or past students in Parent-teacher Associations.

Programme: 2 alternatives

(A) Introduction to Adult Education

(B) Introduction to Lifelong Learning

(A) Introduction to Adult Education

Aim: To give the participants a general introduction to adult education.

Objectives of Lectures: To let the participants have a broad "perspective of the field"[1] by introducing them adult education as it is understood in developed and developing nations as well as in Hong Kong with its issues and policies and where the needs are reflected in the various types of institutions and range of programmes and activities. Participants are also introduced to an "understanding of adults as learners" and the methods best suited to different learning needs. Awareness of the value of evaluation is also given through practical exercises and curriculum planning for a couple of sessions giving them the chance to experience participatory programme planning which is so prevalent in adult education and to motivate them towards "personal growth" by identifying their own needs and meeting those needs in the last two sessions.

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[1] Knox A. Practitioner Proficiency, in Year Book of Adult and Continuing Education, 1980-81, Chicago, 1980. Marquis Academic Media.

Duration: 15 hours in 10 sessions of 1½ hours each, if possible, instead of ten one-hour sessions.

Programme Content:

Session 1 - the general background of adult education
- in developed nations
- in developing nations
- the socio-economic and political implications
- the rural and urban dimension
- adult education as a means to achieving some aims

Session 2 - adult education in Hong Kong
- the education system and policy
- the educational gaps
- the political socio-economic situation
- the international scene
- the felt and unfelt
- the subvention scheme

Session 3 - the nature of adult education institutions
- the different aims and objectives of institutions
- the clientele
- the range of programmes and activities
- programme planning basis
- the methods of reaching the clientele and retaining clientele participation

- the co-ordination from within and without
- the Hong Kong Association for Continuing Education and related international organizations and their functions

Session 4 - the characteristic of adult learners

- the definition of an adult by age, social role and maturity
- how is an adult different from a child in learning, life roles experience and philosophical outlook
- the different stages of change in an adult life span
- the methods used to adapt to changes
- the time concept and old age

Session 5 - how adults learn

- adult motivation and needs
- adult memory and physical changes
- adult perception and insight
- experiential reference and attitudes
- personality in behaviour changes through group dynamics

Session 6 - methods in teaching adults

- the lecture method
- the group method

- the individual approach
- the experiential learning
- the audio visual aids

Session 7 - understanding adult guidance and counselling

- guidance in showing the way to educational needs
- counselling in solving a learning problems
- methods of identifying learning needs and problems
- differentiating problems beyond one's competency
- knowledge of appropriate institutes for referral
- knowledge in source of information to meet educational needs

Session 8 - evaluation of sessions 1 to 7 and self evaluation exercises plus curriculum planning for sessions 9 and 10.

Methods for Sessions 1 to 7

The sessions should be treated as discussion groups more than as lectures. The points suggested for the above contents should first be put as questions to the participants and let them brain-storm their ideas, then sum them up and substantiate them with references from other specialists who have written in the field or from relevant research articles done in the field.

For Session 8, prepared questionnaires for evaluations of previous sessions and for self evaluation should be given out in Session 7 so that the results can be quickly tabulated in class, then using Londoner's model[1] of in-put-through-put-out-put with 8 steps in curriculum planning for the next 2 Sessions. The 8 steps are:

1. State identified needs and problems (e.g., questionnaire replies as reference, fresh input by identifying needs)
2. Develop measurable objectives to meet need (e.g., on guidance and counselling for Session 7 besides the 2 following sessions)

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[1] Londoner C. A. "The System Approach as an Administrative and Programme Planning Tool for Continuing Education", Education Technology, 1972, 12(8), 24-31.

3. Define system constraint and feasibility (e.g., time constraints and financial constraints if visit to institutes were proposed)
4. Develop alternatives
5. Analyse and select each alternative and choose the best one
6. Develop pilot implementation of best alternative (in this case there will be no time for that but implement the best alternative)
7. Get feedback and prepare modification for programme refinement (leave some time to do so in the last session, but retain all feedback for the next programme)
8. Evaluate

This model has a cyclical and lineal effect and puts the participant in touch with real experience in participatory programme planning.

Assessment not required in elective of Certificate in Education.

Evaluation summarize the results and findings for Sessions 8 and 10 and as evaluation and reference for future programmes.

Recommended Reading List can be made up from the books contained in the bibliography provided for this study at the back.

(B) Lifelong Learning

Aim: Considering education as an activity lasting from cradle to grave, this course aims to give the participants of the Certificate in Education a deeper and broader understanding of the philosophical, socio-economic and developmental concepts underlying the modern necessity of lifelong learning so that being convinced, they may communicate their enthusiasm to their students in school and impart to them the ways and means of Continuing Education after their formal schooling that they may be better fitted, up-graded and developed to the full their potential talents for social benefits and self-fulfillment.

Course Duration: 15 hours in 10 sessions of $1\frac{1}{2}$ hours each.

Programme Content:

Session 1 - The philosophical concepts of lifelong education including the historical development and the interpretation of terminology used to express the various aspects and emphasis of lifelong education.

Session 2 - Societal changes affecting and necessitating lifelong education including:

- social mobility
- manpower changes
- economic changes
- political changes
- technological changes

Session 3 - Life needs and changes as reasons for Lifelong Education including:

- Career changes
- Family life changes
- Health changes
- Leisure and cultural needs
- Religious needs
- Civic needs
- Retirement needs

Session 4 - Types of Educational Programmes meeting Lifelong Educational Needs

- Commercial Education
- Industrial Education
- Continuing Professional Education
- Health Education
- Family Life Education
- Civic Education
- Political Education
- Education for the Elderly

Session 5 - Organizations providing educational programmes for Lifelong Education local and abroad

- Government Institutions
- Semi-government Institutions
- Voluntary Agencies
- Private Enterprises

Session 6 - Self Learning as a means towards Lifelong Education including:

- self learning techniques
- the media of print tapes, radio, television, computer retrievals

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- places of culture and information, e.g., libraries, museums and art centres

Session 7 - Distance Education, a modern means for Lifelong Education including:

- the Open University
- Correspondence Colleges
- Multi Media Education Institutions local and abroad

Session 8 - Conferences, Seminars and Workshops local and abroad are means for Lifelong Education, giving samples to illustrate educational value and long term impact towards social changes and self enrichment.

Session 9 - How to participate in conferences, seminars and workshops including degrees of participation and parliamentary procedures and effects of group dynamics.

Session 10- How to organize conferences, seminars, workshops and lectures taking Parent Teacher Associations as target groups.

Method

The topics should be handled with concrete examples. Visits to relevant places should be made with introductory talks from those in-charge. The lectures should be conducted in seminar format with plenty of time for group discussions and report back.

Sessions 8, 9 and 10 may also be treated in the same way as for the elective "Introduction to Adult Education".

Assessment not required in elective of Certificate in Education.

Evaluation as in the elective "Introduction to Adult Education".

Recommended Reading List can be made up from the books contained in the bibliography provided for this study at the back.

7.3 Action III Develop the Curriculum Proper in the Elective of Advanced Diploma in Education

The decision process done in the previous chapters has pointed towards the feasibility of an elective in adult education in the Advanced Diploma in Education currently being run in the School of Education in the University of Hong Kong. The Master of Education follows from the Advanced Diploma in Education. Therefore, development of the curriculum for the Advanced Diploma in Education will be the main concern of this study. The choice of course topics for this level has been based on 3 principles:

1. The preferential choice indicated by the 3 groups of respondents namely, the representative of voluntary agencies, the education lecturers and the teachers.
2. To maintain a balancedcurriculum within the limited duration for each programme.
3. To match the objectives for a trained adult educator.

Where necessary topics have been merged to give either a broader perspective or a deep understanding of the field involved. The following courses in the 6 units were shown as being important by the 3 groups of respondents. (Please see pages 146 to 154 and 160)

Advanced Diploma in Education

Core courses:

Principles of Education

Methods of Educational Enquiry

School and School Curricula

One "elective" to be selected for a list approved by Senate in the year preceding admission of the candidate to the curriculum. One of these electives should be:

"Studies in Adult Education"

Name of Elective: Studies in Adult Education

The target group - Experienced teachers or administrators possessing teachers training qualifications or equivalent.

Admission Requirements will be similar to those for the Advanced Diploma in Education.[1] But for those choosing the elective on "Studies in Adult Education" priority will be given if they can produce evidence of having undertaken the practice of adult education.

Aim: The elective on "Studies in Adult Education" is intended to prepare present and prospective educational administrators in adult education who are distinguished by their understanding of societal forces and complex organizations. Emphasis is placed upon the development of abilities to question, analyse and develop creative and practical responses to policy and operation issues in Hong Kong and in adult education institutions and to understand the educational needs of adults in their different stages of life change. Emphasis is also placed on the development of personal attitudes towards lifelong learning, effective personal relationship, innovativeness and the setting of the priority in values. The general aim is to produce effective adult educators for planning, managing and organizing adult education for the different sectors of society based on needs. Objectives are set for each unit with curriculum details later on.

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[1] Appendix XX, Regulations for Advanced Diploma in Education (Adv. Dip. Ed.), University of Hong Kong Calendar 1981-82, p. 346, Hong Kong 1981.

Duration:

1. The whole programme of Advanced Diploma in Education takes 216 hours. The core courses take 108 hours.
2. The elective on "Studies in Adult Education within the programme takes 108 hours divided into 6 units in 12 sessions of $1\frac{1}{2}$ hours each.

Curriculum Outline for Elective: Studies in Adult Education

Unit 1 The History and Philosophical Concepts of Adult Education with special reference to Hong Kong Policies and Issues.

Unit 2 The Adult Learner and his Psychology of Learning and relevant Methods for Teaching and Learning.

Unit 3 Methods of Identifying Adult Educational Needs and the Designing of Adult Education Curriculum and Activities

Unit 4 The Planning Organizing and Managing of Adult Education Institutions

Unit 5 Special Types of Adult Education

Unit 6 Basic Statistics, Assessment and Evaluation

Assessment to be based on those set down by the Regulations for Advanced Diploma in Education (Adv. Dip. Ed.).[1]

Evaluation should be done in 2 stages: mid-programme and post-programme with questionnaires put to the following:

1. the participants
2. the participants' tutors and lecturers

} mid-programme stage

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[1] Appendix XX. Details of regulations for Advanced Diploma in Education.

1. past graduates of the programme	post-programme stage
2. superior and peer of past graduates	

Questionnaires should be developed by the candidates as part of the exercise. A few suggestions regarding methods and questionnaires can be found in chapter IX.[1]

Recommended Reading Lists can be made up from the books contained in the bibliography provided for this study at the back.

The evaluation should be geared towards the aims and objectives for which the programme is set, e.g.:

(a) ability to question, analyse and develop creative and practical responses to policy and operation issues in Hong Kong and in adult education institutions

(b) understanding of the educational needs of adults in their different stages of life change

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[1] See page 283.

(c) personal attitudes towards lifelong learning

(d) effective personal relationship

(e) innovativeness

(f) setting of priority of values

(g) effective in planning, managing and organizing adult education

The questionnaire should include questions based on the above aims and objectives and put to the above groups of people related to the candidates. But first of all the candidates themselves have to be actively involved in this evaluation process, so that conclusions can be drawn for revision of the curriculum for the next year.

Detail Curricula for Advanced Diploma Elective Units

Unit 1 The History and Philosophical Concepts of Adult Education with Special Reference to Hong Kong Policies and Issues

Objective: This course is intended to give the participants a perspective of the field so as to achieve the objectives of developing the ability to question, analyse and give creative responses to policy and operation issues in Hong Kong and in adult education institutions.

Content: (A) History and Philosophical Concepts

This course should cover a brief descriptive history of the development of adult education in some major countries of the first, second and third world leading to discussions on the different philosophical approaches of adult education such as:

1. Different concepts of education, e.g.:
    - (a) individualistic
    - (b) normative
    - (c) propagandistic
2. Different approaches to education, e.g.:
    - (a) retrieval education
    - (b) non-formal education
    - (c) continuing education
    - (d) recurrent education
    - (e) lifelong education
    - (f) vocation and non-vocational education
3. Different concepts towards knowledge and skill in relation to:
    - (a) curriculum planning
    - (b) methods of implementation
4. The distinction between needs, wants, expectations and interests in relation to:
    - (a) personal growth

(b) professional development

5. The characteristics of the educated person, e.g.:
    (a) self-motivation
    (b) maturity
    (c) depth and perception
    (d) tolerance
    (e) self-actualization

6. Values and standards in education, e.g.:
    (a) authority structures
    (b) tutor-student relationships
    (c) democracy and education
    (d) education and freedom
    (e) academic freedom
    (f) professionalism
    (g) value judgements

(B) The Issues and Policies of Adult Education should cover:

1. Areas of public funding and non-funding including:
    (a) vocational training and retraining of adult workers
    (b) orientation of immigrants
    (c) educating the isolated minorities
    (d) citizenship and moral up-grading of the public

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(e) retrieval education

(f) continuing education for government employees

(g) provision of education courses related to public services such as:

  - Bureaucratic Procedures
  - Fire Safety
  - Public Health
  - Non-Bribery
  - Fishery and Agriculture
  - Anti-drug and Crime

2. Legislating for

(a) Apprenticeship Ordinances

(b) Adult Education Ordinances

(c) Vocational Training Ordinances

(d) Classroom in Factories

(e) Continuing Professional Education for

  - doctors
  - nurses
  - pharmacists
  - lawyers
  - teachers

(f) Maximizing the use of buildings supported by public money

(g) Paid Study Leave for Workers

(h) Work Safety and Standards

3. Issues on:

(a) Incremental Recognition of Courses

(b) Equivalency Tests and Accreditation

(c) Open Education System

(d) Professional Status of Adult Educators

(e) Salary Scale of Programme Organizers and Administrators

Method

The above topics should be discussed with examples from other countries and other relevance for Hong Kong.

The topics should be interlinked and integrated to form some basic patterns relevant to the students' personal and societal experience and expectations.

Unit 2 The Adult Learner and his Psychology of Learning and Relevant Methods of Teaching and Learning

Objective: This course is intended to give the participants an understanding of the adult learners and his learning psychology and to be able to apply relevant methods of teaching and give effective advice on methods of learning to their adult students.

Content: (A) The Adult Learner should cover:

1. Definition of adult by:
    - (a) age
    - (b) social role
    - (c) psychological maturity
    - (d) intellectual maturity
2. How is an adult different from a child including:
    - (a) learning objectives
    - (b) learning motivation
    - (c) learning process
    - (d) life roles
    - (e) maturation
    - (f) experience
    - (g) philosophical outlook
    - (h) intelligence
3. Changes in roles of an adult life-span including:
    - (a) learner
    - (b) marital state
    - (c) friend
    - (d) colleague
    - (e) parenthood
    - (f) employee

(g) employer

(h) a man of leisure

(i) citizen

4. Time concept and old age including:

(a) use and meaning of time for learning

(b) pre-retirement education

(c) intellectual functionly in old age

(d) family and social role changes and needs

(e) ecology of aging and its implications to learning

(B) Psychology of Adult Learning should focus upon psychological principles and their application to the ways in which adults learn

1. Individual behaviour including:

(a) Motivation, such as needs, drives and emotions

(b) Perception, such as external perception, self perception and self fulfilling prophecies

(c) Development throughout life, such as stages of development and preparation for change

2. Individual differences including:
    - (a) Experiences and their effects upon development and identity
    - (b) Abilities: manual, mechanical, numerical and linguistic
    - (c) Personality, such as personality types, their appraisal and application to educational and vocational training
    - (d) Attitudes, such as attitude differences, change, prejudice
3. People in groups including:
    - (a) Influence of groups on individuals
    - (b) Influence of individuals on groups
    - (c) Management of change in people, in resources, in ideas
    - (d) Health and safety in work and leisure, stress, absenteeism
4. Learning including:
    - (a) The nature of learning, such as conditioning, reinforcement, concept and principle learning, problem solving
    - (b) Memorisation, such as remembering and forgetting

- (c) Management of learning, such as transfer of learning, motivation, anxiety influencing learning
- (d) Thought and language, such as nature of thinking, relationship between thought and language, problem solving, creativity
- (e) Learning and aging, the changing nature of learning through one's life span
- (f) Gestalt - insight learning: expository-discovery learning, rote - meaningful learning
- (g) Self-directed learning; self-confrontation
- (h) Learning from experience including the classroom peer group and sustaining motivation to develop through life

(C) The Multi Methods of Adult Teaching and Learning should cover:

1. The lecture technique including:
    - (a) lecture delivery
    - (b) discussion at lectures
    - (c) questioning and answering technique
    - (d) note taking
    - (e) demonstration

2. The group method including:
   - (a) group dynamics
   - (b) brain storming
   - (c) case studies
   - (d) seminars and discussions
   - (e) debates
   - (f) team teaching
3. Individual approaches including:
   - (a) tutorial
   - (b) counselling
   - (c) self-teaching and programme learning
   - (d) projects and research
4. Experiential learning including:
   - (a) role play and games
   - (b) peer learning groups
   - (c) skills training
   - (d) gestalt methods
5. Educational technology including the use of blackboard, flip charts, overhead projectors, slides, audio-tapes, tape slides, closed-circuit television, films, handouts and books.
   - (a) teaching styles including:

     humour, tact, drive, acting, expressions, etc.

Method

The topics should be handled with concrete examples identified by the participants themselves and revolved around their personal knowledge and experience. Terms used should be simplified and made understandable to the participants. Practical exercises can be given where possible.

Unit 3 Methods of Identifying Adult Educational Needs and the Designing of Adult Education Curriculum and Activities

Objective: This course is intended to give the participants an understanding of the educational needs of adults so as to be able to identify those needs and design curriculum and activities to meet those needs.

Content: (A) Methods of Identify Adult Educational Needs should cover:

1. Need assessment in relation to adult learning including:
    - (a) Concepts
    - (b) Models of Need Assessment
    - (c) Societal needs
    - (d) Individual needs

2. A system approach including:
    - (a) Identification
    - (b) Quantification
    - (c) Definition
    - (d) Classification
    - (e) Alternative solutions
3. Assessing the educational needs of special groups including:
    - (a) the educationally underprivileged
    - (b) the physically handicapped
    - (c) the unemployed
    - (d) the house-bound, etc.
4. Evaluating the assessment itself including:
    - (a) whether its aims have been achieved
    - (b) whether it has influenced anyone during the process
    - (c) whether the result is implementable
    - (d) whether the decision makers know the results and take any action on them
    - (e) whether strategies are required to hasten the implementation

(B) The Designing of Adult Education Curriculum and Programme should cover:

1. Different concepts of Curriculum and Programme including:
    - (a) Pedagogical process
    - (b) Andragogical process
    - (c) Deductive methods
    - (d) Inductive methods
2. Knowledge related to curriculum and programme including:
    - (a) Integration
    - (b) Relevancy
    - (c) Value
    - (d) Practicaliness
3. All-round education including the development of:
    - (a) understanding
    - (b) independent learning
    - (c) social interaction
    - (d) peer learning
4. Relation between culture and curriculum and programme including:
    - (a) cultural heritage
    - (b) cultural change agents

    (c) hidden curriculum

5. Social content including:
    (a) influence and constraints related to:
        - national level
        - local level
        - innovation and change
        - authority and powers
6. Centralized curriculum including:
    (a) implication for development implementation and evaluation
    (b) validity and accountability
7. The forms for curriculum and programme including:
    (a) the lecture, class series
    (b) conference, convention, seminars
    (c) workshop, training laboratory
    (d) forum panel
    (e) action projects, interest groups
8. Planning process including:
    (a) Aims and objectives, e.g., those related to agencies, funding sources and target groups
    (b) Content, e.g., needs, interest, social and personal relevance

(c) Learning and teaching methods, e.g.,

  - group approaches
  - individual approaches
  - experiential approaches
  - team approaches
  - audio-visual aids

(d) Assessments, e.g.,

  - written, subjective, objective tests
  - oral and skill tests
  - diagnostic
  - self and peer tests

(e) Evaluation, e.g.,

  - data gathering methods
  - teachers as self evaluators
  - team evaluation
  - areas for decision making

9. Implementation including:

(a) Course organization and administration, e.g.,

  - course committee
  - admittance procedure
  - examination procedure
  - reporting procedure

(b) Organization resources and constraints, e.g.,
  - space
  - time
  - finance

(c) Operational planning, e.g.,
  - time-table
  - duration
  - staffing
  - format

10. Curriculum Research including:
  (a) methods
  (b) implementation of results
  (c) roles of those involved
  (d) funding sources

Method

The topics should be presented with examples from concrete situations and actual courses related to adult education. Case study method can be applied.

Unit 4 The Planning, Organizing and Managing of Adult Education Institutions

Objective: This course is intended to give the participants an understanding of the methods in planning, organizing and managing of adult education programmes and institutions and enable them to become effective administrators.

Content:

This course should cover:

1. Planning including:
   - (a) The appraisal of societal needs
   - (b) The areas of adult needs
   - (c) Decision on programme areas
   - (d) Awareness of resources such as manpower, finance and facilities
   - (e) Budgetting to decide on fees and other sources of income and expenditure
   - (f) Methods of publicity
   - (g) Knowledge of legal implications regarding
     - funding
     - Education Ordinance
     - publicity, etc.

2. Organizing including:
    - (a) Understanding of organization
    - (b) Formation of programme objectives committees
    - (c) Defining function of committees and personnel structure
    - (d) Defining programme objectives
    - (e) Developing content to meet needs
    - (f) Writing out of work plans and procedures
    - (g) Recruitment of staff
    - (h) Providing staff guideline and regulations
    - (i) Providing staff services including orientation and in-service training
    - (j) Publicity campaigns
    - (k) Writing of guidelines and regulations for students
    - (l) Designing of forms and stationery
3. Managing including:
    - (a) Creating an educative environment
    - (b) Managing facilities and supervising on procedures
    - (c) Building up of staff morale
    - (d) Educational counselling

(e) Promoting public relations
(f) Overseeing budgets and controlling finance
(g) Evaluating programmes
(h) Evaluating staff
(i) Keeping a look-out for societal trends
(j) Steering towards new directions and strengthening retainable programmes

Method

The topics should be presented with the learners as the centre of attention and the staff as serving and being served in all managerial proceedings. Visits should be arranged to one or two adult educational institutions to observe the operational and managerial methods and to provide themes for discussion purposes.

Unit 5 Special Types of Adult Education

Objective: This course is intended to give the participants a knowledge of the different types of adult education, the target groups and curricula and methods of implementation. This unit shows the practical application of the previous units in concrete situations. In the end the participants should be able to design at least one or two types of adult education programmes.

Content:

Curriculum and programme development for special types of adult education should be based on the following principles:

1. A philosophy and perspective of the area with all its socio-economic and personal implications
2. Knowledge of existing provision for the area including:
   - (a) the types of programme being offered
   - (b) the target groups served
   - (c) the unexplored aspects of the area
3. Methods of identifying needs including:
   - (a) literature and documents written on the area and those related to the area
   - (b) surveys on direct target group, funding authorities and related groups
4. Curriculum and programme planning on courses relevant to the area including:
   - (a) curriculum team formation
   - (b) goal setting
   - (c) content area

   (d) teaching methods
   (e) relevant assessment and evaluation

5. Knowledge of steps and strategies for implementation of the curriculum and programme including:
   (a) administrative arrangements such as:
      - budgetting
      - funding sources
      - procedures
      - staffing
      - space and facilities
6. Evaluation of total curriculum and programme and re-appraisal of courses for changes, retention and deletion in relation to societal needs and trends.

The special types or groups of related types can be given as specialized options or general backgrounds, such as:

1. Adult Occupational Education
2. Family Life Education
3. Civic Education
4. Leisure Education
5. Adult Literacy and Basic Education
6. Adult Academic Education

7. Adult General and Liberal Education
8. Continuing Education for the Professionals
9. Extension Work
10. Distance Education

Method

Whether the types are treated as specialized options or general backgrounds, emphasis should be placed on the participants doing research into the types in question and proposals be made on treatment of the different types.

Unit 6 Basic Statistics, Assessment and Evaluation

Objective: This course is intended to give the participants some basic knowledge of statistics to use for assessment and evaluation and also the basic knowledge of test instrument types and construction plus methods of evaluation. They should be able to perform some practice exercises on test constructions and evaluation using statistics where necessary.

Content:

The course should cover:

1. Basic statistics including:

- (a) Variables and Graphs
- (b) Frequency Distributions
- (c) The Mean, Media and Mode and other Central Tendency
- (d) The Standard Deviation and other Measures of Dispersion
- (e) Moments and Skewness
- (f) Probability and Sample Theories
- (g) Hypothesis and Significance
- (h) The Chi-square and other Tests
- (i) Correlation Theory
- (j) Index Numbers

2. Assessment including:
    - (a) The Test Instrument - the purposes for which tests are designed
    - (b) Types of Tests - the essay and objective tests, their advantages and disadvantages
    - (c) Test Construction and the expression of results
3. Evaluation including:
    - (a) Purposes of Evaluation
    - (b) The Evaluation process: when, who, on whom, how

(c) Foundation of Evaluation Questions

(d) Methods of Data Collecting

(e) Analysis and Interpretation of Data

(f) Results of Evaluation

(g) Implementation of Results

Method

The topics should be handled with practical examples and exercises.

7.4 Action IV Suggest an Alternative Elective in the Advanced Diploma in Education based on Existing Personnel Resources

The following is a suggestion for an Alternative Elective in the Advanced Diploma in Education covering 6 Units in 12 sessions of 1½ hours each.

Alternative Elective: Adult Education: Approaches and Management

No. of Sessions		
12	Unit 1	Adult Education History and Concepts and Sociology in Urban Rural and Industrialized Societies
12	Unit 2	Mass Communication and Educational Technology for Adult Education
12	Unit 3	Distance Education: Organization and Administration
12	Unit 4	Adult Learning Psychology and Methods of Teaching with Special Reference to Sociolinguistics
12	Unit 5	Educational Planning and Management
12	Unit 6	Educational Statistics for Assessment and Evaluation

Lecturers can be found for the above courses based on the interest expressed in their questionnaire, although no one has been approached as to whether he/she would actually like to teach the subjects mentioned above. If consent is obtained, the detailed curricula are best developed by them.

The rest of the Curriculum Frame can be the same as those for the other elective.

7.5 Action V Suggest an Outline for the Master of Education Programme (M. Ed.)

Master of Education (M. Ed.)

Target Group: Practitioners in adult education

Admission Requirements

1. A Bachelor's degree of this University or another qualification of equivalent standard from this University or from another university or comparable institution accepted for this purpose; and
2. The Advanced Diploma with elective in "Studies in Adult Education" of this University or another qualification of equivalent standard from another university or comparable instituion accepted for this purpose

Duration:[1]

36 weeks of part-time study in not more than two academic years with a minimum of 216 hours of prescribed

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[1] The same as in Regulations for the Degree of Master of Education (M. Ed.)

work which shall include an examination comprising not less than 3 or not more than 6 written and/or practical assignments.

Aim:

In the M. Ed. Programme the emphasis is on consolidating ideas from the Advanced Diploma elective units on "Studies in Adult Education", cultivating poise as a practising educational administrator in adult education in managing or organizing programmes and refining research skills with a view to producing a dissertation which makes a valuable contribution to the field.

Curriculum Outline

Master of Education Programme (Studies in Adult Education Elective)

12 weeks x 3 periods x 1½

Unit 1 - The Art of Management and its Relevance to Adult Education

Unit 2 - Debates on Adult Education Institutions Policies and Issues for Research Purposes

Unit 3 - Research Methodology, Computer Concepts and Basic Programming

Unit 4 - 9 - Dissertation

Assessment to be based on those set down by the Regulation for Master of Education (M. Ed.).[1]

Evaluation the same as for Master in Education Programme of the University.

Recommended Reading Lists can be made up from books contained in the bibliography provided for this study at the back.

Detailed curricula for the Units are best developed by the prospective lecturers teaching the programme. The Units 1-3 suggested are based on those of the existing Master of Education programme with specific relevance for adult education. The experience of the author taking the existing programme and finding herself spending more time discussing issues and problems related to formal school system than on those directly related to her own field, has prompted her to change two of the existing three Units in the Master's Degree programme to two preferred courses geared towards adult education. Unit 3 on Research

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[1] Appendix XXI, Regulation for Master of Education.

Methodology can be taken with other Master Degree in Education candidates. Computer Concepts and Basic Programming is added based on the choice made of it by 40.6% of the teacher respondents and, the need expressed by the current candidates, and fellow-students of the author.

7.6 Action VI Suggest Outline for the Certificate in Adult Education Programme (Cert. Ad. Ed.)

The Certificate in Adult Education should aim to train those who are new to the field of adult education as well as those who might have started but would like to pursue it as a lifelong career and who have never had any form of teacher training. Four areas of knowledge are needed for the candidates of this programme:

1. Foundation principles of education, with adult education seen in the integrated whole.
2. The Psychology of Learning with adults learning in emphasis for adult education purposes.
3. Teaching methods related to groups and situations.
4. Special types of adult education and practical teaching related to the types chosen as the elective major (which would be different from the electives of the Certificate of Education

where they are treated as non-examination elements. Therefore, time allocation is different from the Certificate in Education.

Using of English as a medium of instruction need not be emphasized since the Chinese medium is more often used in adult education. The ability to translate knowledge from English to Chinese and present it in an understandable form would be more appreciated than to communicate it in a language alien to the listeners who are keen to absorb the knowledge more for practical usage than for passing an examination.

Therefore, the following curriculum is suggested based on the above four areas of knowledge with reference to the choice of courses made by the Consultative Groups.

Certificate in Adult Education

Target Group:

University graduates who are teachers or wishing to be teachers of adults.

Admission Requirements:

(similar to those for the Certificate in Education)[1]

i.e.:

(a) comply with the General Regulations of the University and

(b) be a holder of a Bachelors Degree of this University or of another qualification of equivalent standard from another university or comparable institution

Duration:

One academic year full-time or not less than two and not more than three academic years of part-time study as prescribed by the Board of Studies of the School of Education and shall include an examination of the written presentations required for assignments in each of the prescribed courses and in practical teaching.

Aim:

To provide university graduates with an initial professional training for teaching in institutions for adult learners. The teaching of adults is a specialized technique in the field of education involving a wide range of subject matters and a perspecitve of the field and an understanding of the adult as learner. Empahsis will be placed on equipping the candidates with skills and knowledge to function as effective teachers of adults and with fore-knowledge to develop their potentials to pursue adult education as a lifelong career.

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[1] University of Hong Kong Calendar 1981-82, p. 344. Hong Kong 1982. University of Hong Kong.

Duration:

216 hours[1] of which 144 hours for foundation principles, 72 hours for practical teaching, including teaching theories and methods.

Curriculum Outline

1. Principles of Education with Adult Education in the context of Lifelong Education. (18 hours)
2. The Sociology of Education, with adult education seen as being instrumental to Socio-economic Development. (18 hours)

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[1] Figure based on Advanced Diploma in Education.

3. Adult Education in the World Perspective and the Career of an Adult Educator seen in the context of a World Movement. (18 hours)
4. The Psychology of Learning as applied to Adulthood and the Theory of Change. (18 hours)
5. Curriculum Planning in Relation to different Types of Adult Education. (36 hours)
6. The Use of Multi-Media as Adult Teaching and Learning. (36 hours)
7. Methods of Adult Teaching and Evaluation as applied to (72 hours), candidates being allowed to specialize in one of the following:
   - (a) Commercial Education
   - (b) Technical Education
   - (c) General Education
   - (d) Leisure Education

Assessment satisfy the examiners in the written and/ or oral presentation required for assignments in

2 of courses (1) to (4)
1 of courses (5) and (6)
plus course (7)

Evaluation The same as for Advanced Diploma in Education, with suggestions in chapter VIII.

Since the Certificate in Adult Education is the last to be operated, detail curricula are best developed in the light of the evaluations from the past candidates taking adult education elective in the Certificate in Education and the Advanced Diploma in Education and perhaps from the past candidates of the Master in Education with Adult Education programme. No doubt the lecturers teaching the programme will also have a good say in the curriculum contents.

Recommended Reading Lists can be made up from the books contained in the bibliography provided for this study at the back.

CHAPTER VIII

STEP 5 SUGGEST ADMINISTRATIVE ARRANGEMENTS FOR IMPLEMENTATION OF THE TRAINING PROGRAMME

8.1 Action I Identify the Perception of the Consultative Groups on the Administrative Problems

As to the proposal that a separate department of adult education be set up in the School of Education in the University of Hong Kong to look after the needs of adult education in terms of training and research, the representatives of subvented agencies felt it was a good idea, while the teaching staff in the School of Education were not sure that they liked the idea but they were ready to offer alternative suggestions, such as having some courses incorporated as electives, and some did not like the idea at all. In fact, it would not be a good idea to set up a separate department because it would be impracticable considering the constraints in terms of finance, facilities, personnel and the general acceptability of the idea among the teaching staff in the School of Education.

As to the question on how satisfied the teaching staff of the School of Education were with the present arrangement of courses, some were quite amused by it and let off a little steam but most were very cautious in answering it not willing to find fault with the status quo. 2 regarded it as irrelevant but still gave some comments. The reason for asking this question was to find out how best to fit the adult education training programme into the present structure or not to fit into it at all. On the whole, the teaching staff seemed either quite satisfied and even if not satisfied they were positive in their comments and did not fully repel the idea of having some form of training for adult education in the School of Education, which was encouraging.

The teaching staff in the School of Education were also not opposed to the idea of hiring some lecturer rank members of staff to teach adult education, but they were concerned about whether money would be available or the demand would be high enough to have a long term person. Some even suggested starting off with one Jack-of-all-trade to do the Advanced Diploma Elective. It would be more preferable to see 2 full-time lecturers or 1 full-time and a few part-time ones to be integrated into the whole teaching staff so that some of them could share other teaching loads besides adult education and some of the existing staff could have a share of the adult education programme also, the possibility of which can be seen from the responses of List II (lecturers) , Question (12).

As to the type of training programme it has already been discussed in the previous chapter.

8.2 Action II Suggested Administrative Arrangements for Implementation of the said Programme

Administrative arrangements have to do with:

types of programme

staffing

facilities

finance

time

References to constraints, liberties and decisions for types of programme have been made in previous chapters.

Staffing and facilities are usually governed by finance. Presuming that the existing staff workload is already being maximized and that nothing will be done to "rock the boat" but just to run the programmes on adult education within the existing framework by adding:

1. an elective in the Certificate in Education (10 to 15 teaching hours)
2. an elective in the Advanced Diploma in Education (108 core courses, 108 elective units, total = 216 hours)

3. a Master of Education programme following the Advanced Diploma in Education (54 hours teaching, 162 hours in supervision, total = 216 hours)

The total staff hours required for the 3 programmes will be:

1.	Certificate in Education Elective	15 hours
2.	Advanced Diploma Elective	108
	Shared tutorial workload on core courses done together with others	36
3.	Master in Education	216
		375 hours

Average workload for existing staff is between 6 and 9 hours[1] per week including tutorial but excluding visits to observe teaching practice. Therefore, staff hours per year in 24 teaching weeks, taking the mean of 6 to 9 (i.e., 7.5 hours) = 24 x 7.5

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[1] Information obtained from interview.

= 180 hours

A total of 375 hours will be required

$$= \frac{375}{180}$$

= 2.08

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Give-and-take for holidays and tutorial 2 full-time lecturer rank members of staff should be sufficient, salary bracket at (HK$10,820 to HK$18,115)[1] per month will be: minimum per year HK$10,820 x 2 x 12

= HK$259,680

maximum per year HK$18,115 x 2 x 12

= HK$434,760

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1. Based on 1982 salary scale.

Recruitment should be done either by internal transfer or through the press locally or abroad.

Qualification requirements:

1. Recognized Bachelor Degree according to Education Department staff regulations, plus
2. At least Master Degree in Adult Education

Failing in recruitment the proposed programmes can still be mounted based solely on internal transfer but adopting the alternative elective in "Adult Education: Approaches and Management" as set out in the previous chapter,[1] but substitute must be found to replace the staff so released for adult education.

Clerical support should be added in the form of one clerk I, salary starting at HK$5,945 x 12

= HK$71,340 per annum

Facilities

1. Audio-visual aids that are currently being used for the Certificate in Education, the

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[1] See page 259.

Advanced Diploma in Education and the Master of Education are also suitable for adult education. But even if extra equipment is needed the following addition specially applicable for adult education will not cost too much. The following are Sony Models:[1]

1 Video Recorder (SL-C7)	HK$ 5,750
1 Colour Television (KV-1842HK)	2,845
1 Portable Colour Camera (HVC-2000PE)	5,300
1 Portable Video Recorder (SL-3000E)	5,050
1 Portable Lighting Kit (Cat-Kit 3)	3,480
	HK$22,425

Audio visual aids for adult education should be simple, easy to handle and conveniently operated, because of the short time factor in evening classes. Film projectors are not as favourable as video recorders. Audio visual aids requiring time for production by the teachers themselves such as charts and flip cards are also not very popular. Therefore, ready made materials done by a special production team after getting ideas from the teachers are most often used.

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[1] Appendix XXII, Quotation on Sony Models of Audio Video Equipment.

2. Library resources need to be increased specifically for adult education. Even all the tuition fees received for the first 2 years would not be sufficient to set up a reasonably adequate library resource. Perhaps as a start an equal amount of subsidy to the total fees[1] received for the first 2 years should be spent on books for adult education. If the number of students is limited to 12 in the Advanced Diploma, then the amount would be HK$1,150 x 12 x 2 x 2 = HK$55,200. Information sources in adult education can be found in ERIC Clearing House on Adult Education at 107, Roney Lane Syracuse, N.Y. 13210. It has updated list of bibliographies and other information services. Periodically a list is compiled, a sample of which can be found in the Handbook of Adult Education 1970[2] in the Appendix.

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1. Current fee for Advanced Diploma in Education is HK$1,150 per annum.

2. Smith, R. M., Aker G. F., Kidd R. J., Handbook of Adult Education, New York, Macmillan Publishing Co. Inc., 1970.

A list of periodicals is also provided towards the end of the Year Book of Adult Education 1980-81. UNESCO (United Nations Educational Scientific and Cultural Organization) also has a Directory of Adult Education Periodicals, excerpts of which can also be found in the Year Book just mentioned. Recently published is the International Journal on Lifelong[1] Education based on research articles. It would be an asset to the library. The candidates can also be asked to suggest a request for books during their courses of studies.

3. Space

During the interviews the problem of space was mentioned by one or two respondents as being a problem if a new programme for adult education was mounted. But many did not think space a problem if the classes were floated on a tighter schedule or if evenings were also included. Evenings might not be favoured by the lecturers but would certainly be welcome to the participants who are usually working full-time during the day.

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1. Javis P., Thomas J. E., International Journal of Lifelong Education, U.K., The Falmer Press, 1982.

If the worst comes to the worst, premises can be hired from secondary schools, the City Hall or Community Centres, at a rough rate of $10 per hour, a total of 375 hours for all the new courses on adult education will cost only HK$10 x 393 = HK$3,930.

Publicity and other programme expenses such as duplication of lecture notes, stationery, etc. are costly , but publicity is of vital importance. Publicity should be done through:

- press conferences and the media
- the printing and distribution of brochures to prospective candidates in schools, voluntary agencies, tertiary institutions, government departments, firms and factories plus those other institutions mentioned in a previous chapter.

The cost for programme expenses should include publicity and should be set at a safe HK$15,000- for the first year.

Time

Rather than just wait for the full grant, it is suggested that the elective in the Certificate in Education should be started as soon as possible, either by employing a part-time lecturer on hourly basis or by giving it to the existing staff interested in offering either one of the two alternatives. Hourly rate for part-time lecturer can be based on that offered currently by the Extra Mural Department. The elective takes only 15 hours and the total cost would amount to HK$110 x 15 = HK$1,650. Publicity could be done together with the rest of the Certificate in Education programme. It will be a good feeler for the "Studies in Adult Education" elective in the Advanced Diploma programme, which should be implemented in the year following with the Master of Education programme a year after that.

Finance

A summing up of the cost of staff and facilities will amount to a rough six hundred thousand Hong Kong dollars.[1] Proportionally the following breakdown will be approximated:

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[1] Appendix XXIX. Breakdown Costs according to 1982 Salary Scales and Prices.

2 full-time lecturer rank staff	=	72.0%
1 clerk I	=	11.8%
Audio Video Equipment	=	3.8%
Library	=	9.2%
Space	=	0.7%
Publicity and other programme expenses	=	2.5%
Total	=	100%

Request for a block grant according to the projected salary scale and price index could be made to the University Polytechnic Grant Committee (UPGC) for the Certificate of Education Elective the Advanced Diploma in Education and the Master of Education programmes, or proportionally if the programmes are not operated simultaneously.

Constraints

During the interviews a few lecturer respondents mentioned the Brief for the School of Education was to train teachers for secondary schools in the Certificate in Education. But if the administration see the value of adult education, the brief should be changed to include Certificate in Adult Education at the same level as the Certificate in Education to train teachers of adults. Meanwhile the operation of an elective in Advanced Diploma in Education may not require any modification of the Brief and should be implemented as soon as possible. As to a separate Department for adult education, the Voluntary Agencies' respondents were for it but the lecturer respondents were hesitant about it. One of the reasons given by one lecturer respondent advising against it was that it would have a poor fight with other areas of education for resources and adult education would be better off sharing the resources of others. Experiencing this problem John Wilcock stressed that "Adult Education should be financed through the University Grant Committee and the departments should have to justify their expenditure alongside others"[1] meaning that adult education should be considered on its own terms.

The constraints of adult education is often the constraints of attitude and narrow views on education. If educators and policy makers will view education as a lifelong process not just confined to the years 5 to 25 but throughout a person's career and family life into old age then resources would surely be better spread for the other parts of adulthood and not concentrated on the in-school age group.

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1. Wilcock J. Adult Education in the Universities in Adult Education, Vol. 47, No. 1, p. 17-21, England, National Institute of Adult Education, 1974.

Liberties

The University being an autonomous body should feel and use all the liberty of the system and should take the lead in all fields of education. If education is the business of the School of Education, then it should be in the forefront of problem solving and issue searching. A liberated spirit in the true fashion of research is still wanting in Hong Kong. Adult education is a new field in Hong Kong as it is in many developing countries. It is hoped that the School of Education in the University of Hong Kong as well as the School in the Chinese University should exercise all their liberties possible to give this good course a head start.

In the words of Peter Caws, we can also say, "The raison d'être of all the institutions of a democratic society is the service of the people ..... Insofar as the university is an institution of its society, its responsibility is to ask itself how it can best serve its people."[1]

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1. Caws, P., Ripley, S. D., and Ritterbush, P. C. The Bankruptcy of Academic Policy, p. 10. Washington D. C. Acropolis Books 1972.

CHAPTER IX

STEP 6 RECOMMEND ACTIONS FOR THE EVALUATION OF THE SUGGESTED PROGRAMMES

9.1 Action I Identify an Evaluation Method

Suggestions have been made to lecturers and candidates for self evaluation of the Certificate in Education and Advanced Diploma electives for the candidates, the results of which would be useful for the authorities administering the programmes concerned. Methods of Evaluation can be found in many books but most do not go beyond the following question words:

Why evaluate?

e.g., for control, for improvement

When to evaluate?

e.g., whether in middle or at the end of the course?

Who should evaluate?

e.g., whether the community, the authority, the committee, the lecturers or the participants?

Whom should be evaluated?

e.g., whether the community, the authority, the committee, the lecturers or the participants?

What should be evaluated?

e.g., the curriculum, the objectives,
the resources, the facilities

How to evaluate?

e.g., the evaluation process/method/steps/model

In this study it is suggested that the School of Education Authority should evaluate twice:

1. A mid-programme evaluation on the curriculum through the lecturers and the participants about 6 months after the commencement of the programme for the Advanced Diploma in Education with the inclusion of the Elective on Studies in Adult Education
2. A post-programme evaluation on the post-graduates (i.e., the product of the curriculum 6 months to a year after the completion of the said programme through the post-graduates and their employers or superiors and colleagues.)

The purpose of the first evaluation is to get feedback for possible modification of the latter part of the curriculum to meet any needs expressed and for the improvement of future programmes. The purpose of the second evaluation is to find out whether the aims and objectives of the programme have been achieved, and if future programmes need to be modified in the light of such findings.

The method can be the usual steps of:

1. questionnaire formulating
2. data collecting
3. data analysing
4. programme modifying in the light of new findings.

The limitations of such evaluations are obvious. The results depend mostly on subjective replies, but those deeper questions so much sought after by programme planners would not be answered, such as:

- are the courses producing effective products or in other words are the graduates effective because of the courses they have taken or because of some other variables;
- how much more effective (if they were ever effective at all) are they after going through the programme than before the programme;
- what part of the programme is best for transfer purposes, i.e., for applying to some other areas?

All these should be topics of research. In this study one can only suggest some manageable and routine methods for the authorities concerned with the administration of the programme to get some feedback which hopefully would be better than no feedback at all to improve on future programmes.

The evaluation process suggested should be done with their purposes clearly explained to all parties concerned to gain their confidence and co-operation.

The following samples of questionnaires are only suggestions. Their validity and reliability have not been tested. They are only meant to stimulate some interest in the evaluation process.

9.2 Action II Suggest Samples of Questionnaires for Evaluation

The following samples may be helpful for the Evaluation Process mentioned above:

(A) Sample of Questionnaires for Mid-programme Evaluation

1. To lecturers
2. To participants

(B) Samples of Questionnaires for Post-programme Evaluation

1. To the post-graduates
2. To the employer/superior and colleagues of the post-graduates

9.2.1 Sample Questionnaire for Mid-programme Evaluation

(for participants)

(N. B. Appropriate space to be reserved for the replies)

Introduction

The purpose of this questionnaire is to obtain some feedback from the candidates of the elective courses for possible modification of the latter part of the curriculum to meet the needs expressed and for the improvement of future programmes.

Name of Elective: ______________________________

1. What was your purpose in choosing this Elective?
2. What did you hope to get from it?
3. Has the elective covered all the points you are interested in?

   If yes, what are they? [State in (a), (b), (c) etc.]

   If no, what is missing? [State in (a), (b), (c) etc.]
4. State the teaching method(s) used which you find most helpful?
5. State the teaching method(s) used which you prefer to do without?
6. Which part of the programme you find immediately applicable to the work you are doing (i.e., if you are in employment)?

7. Do you have any suggestions for the following:

   (a) Curriculum content

   (b) Duration

   (c) Teaching methods

   (d) Staffing

   (e) Facilities

8. Any other comments.

9.2.2 Sample Questionnaire for Mid-programme Evaluation

(for lecturers)

(N. B. Appropriate space to be reserved for the replies)

Introduction

The purpose of this questionnaire is to obtain some feedback from the lecturers of the elective courses for possible modification of the latter part of the curriculum to meet the needs expressed and for the improvement of future programmes.

Demography of the group

No. of Male ____________________

No. of Female ____________________

Total ____________________

Age range ____________________

Educational background ____________________

Employment background ____________________

Attendance rate ____________________

1. What objectives did you have for the course(s) you are teaching? Please list them.
2. Which of the above objectives do you think have been achieved? Please list them.
3. Which of the objectives do you think will be achieved? Please list them.

4. Which of the objectives do you think will not be achieved and why? Please list the objectives and reasons.
5. From the candidates' replies to the evaluation questionnaire, what expected objectives do the candidates have? Please list them.
6. Which of the candidates' objectives can be met by the end of the programme? Please list them.
7. Which of the candidates' objectives cannot be met by the end of the programme? Please list them.
8. Which part of the course(s) you are teaching can be modified to meet those objectives?
9. What suggestions do you have for a future course?
10. Do you feel the candidates are happy with your method of teaching, please list the type of replies you feel are being referred to you, both favourable and unfavourable.
11. Would you

	Yes	No
(a) Maintain the situation	☐	☐
(b) Change the situation	☐	☐
(c) Improve the situation	☐	☐

What action would you take to put your response(s) into effect?

12. Do you have any other suggestions for the following:

    (a) Curriculum content

    (b) Duration

    (c) Teaching method

    (d) Staffing

    (e) Facilities

13. Any other comments.

9.2.3 Sample Questionnaire for Post-programme Evaluation

(for the post-graudates)

(N. B. Appropriate space to be reserved for the replies)

Introduction

The purpose of this questionnaire is to obtain some feedback from the post-graduates of the Advanced Diploma in Education with Elective related to Adult Education to find out whether the aims and objectives of the programme have been achieved and whether future programmes need to be modified in the light of such findings.

Name of Post-graduate ____________________

Organization of Employment ____________________

Position held ____________________

1. How would you grade yourself in the following:

	Excellent	Good	Fair	Poor
(a) Understanding of societal forces	☐	☐	☐	☐
(b) Understanding the organization you work in	☐	☐	☐	☐
(c) Ability to question	☐	☐	☐	☐

	Excellent	Good	Fair	Poor
(d) Response to policy and issues in Hong Kong and in the organization	☐	☐	☐	☐
(e) Understanding educational needs of adults (if applicable)	☐	☐	☐	☐
(f) Personal attitude towards lifelong learning	☐	☐	☐	☐
(g) Personal relationship	☐	☐	☐	☐
(h) Innovativeness	☐	☐	☐	☐
(i) Setting of priority of value	☐	☐	☐	☐
(j) Planning	☐	☐	☐	☐
(k) Managing	☐	☐	☐	☐
(l) Organizing	☐	☐	☐	☐

2. Which of the above objectives do you think you have obtained or improved from having participated in the programme? Please list them.
3. Which of the above objectives do you think you would have liked to get more out of the programme? Please list them.
4. Do you have any other suggestions for the programme?

9.2.4 Sample Questionnaire for Post-programme Evaluation

(for employers/superiors and colleagues of post-graduates)

(N. B. Appropriate space to be reserved for the replies)

Introduction

The purpose of this questionnaire is to obtain some feedback from the employers or superiors and colleagues of the post-graduates of Advanced Diploma in Education with Elective related to Adult Education to find out whether the aims and objectives of the programme have been achieved whether future programmes need to be modified in the light of such findings.

Name of Organization ______________________

Position of Respondent ______________________

Name of Post-graduate working in Organization ______________________

Position of Post-graduate ______________________

Relationship of Respondent to Post-graduate ______________________

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1. How would you grade the post-graduate in the following:

	Excellent	Good	Fair	Poor
(a) Understanding of societal forces	☐	☐	☐	☐
(b) Understanding of your organization	☐	☐	☐	☐
(c) Ability to question	☐	☐	☐	☐
(d) Response to policy and issues in Hong Kong in your organization	☐	☐	☐	☐
(e) Understanding educational needs of adults (if applicable)	☐	☐	☐	☐
(f) Personal attitude towards lifelong learning	☐	☐	☐	☐
(g) Personal relationship	☐	☐	☐	☐
(h) Innovativeness	☐	☐	☐	☐

	Excellent	Good	Fair	Poor
(i) Setting of priority of value	☐	☐	☐	☐
(j) Planning	☐	☐	☐	☐
(k) Managing	☐	☐	☐	☐
(l) Organizing	☐	☐	☐	☐

2. On the whole do you consider the post-graduate effective in his/her job:
   (a) In what ways "yes"
   (b) In what ways "no"
3. What area of knowledge in performance terms would you wish to find in a person holding the post that the post-graduate is holding?
4. Do you have any suggestions for the university programme to train adult educators?

The above questions are only suggestions to stimulate interest in evaluation which as Malcolm Knowles puts it "is the source of more confusion frustration and guilt among adult educators than any other aspects of their work".[1] If the administrators in the School of Education are serious about evaluating the programme, they can assign the participants to design an evaluation instrument which will be both beneficial to their training and will involve them in the evaluation process right from the start to ensure their co-operation.

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1. Knowles M. S. The Modern Practice of Adult Education, p. 219. New York, Associated Press, 1974.

CHAPTER X

DISCUSSION

10.1 Arguments For and Against Spending on Adult Education including Training

Although the geographical, political, educational and socio-economic situations in Hong Kong point to the importance of adult education, there are those who still confine their concern within the regular formal system of primary, secondary and tertiary education, and fail to see the bigger perspective and necessity of lifelong learning. Their arguments against spending on adult education are:

1. Since the amount spent on education is necessarily limited, should less be spent on formal education and more on adult education?

Reply: If education is viewed as a lifelong process and is seen as "a comprehensive and unifying idea which includes formal, non-formal and informal learning for acquiring and enhancing enlightenment so as to attain the fullest possible development in different stages and domain of life",[1] then education for children and youth and education for adults will be viewed from a different perspective. If education is looked at as a continuum throughout life then age 5 to 25 is only a short span within the age span of an average expectation of life of say 75. Population-wise the school age population is about 1.5 million while the rest of the adult population is more than 3 millions. Should more money be spent on the minority of the population and less money be spent on the majority of the population: This is a question requiring an in-depth answer.

2. What percentage of the "financial cake" should be given to formal regular education system and what percentage should be given to adult education?

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[1] Linton, T. M. Lifelong Education and its validity in England in Adult Education, Vol. 53, No. 1, p. 25. England, National Institute of Adult Education, 1980.

Reply: There is no clear cut answer for the above question. A good number of social-economic factors should be taken into account. For example, a population analysis will come in handy to say how large is the school age group; has there been free education for long; how large is the working age group; are they skilled or unskilled; what is their educational standard, the illiteracy rate; are they immigrants; from what countries; from developed countries or developing countries; how large is the elderly age group; is there a pension system, or do they need retraining to be self-supporting, or do they need retirement re-adjustment. So the reply cannot be a simple one. Yet even though a bigger share of the money goes to the formal regular education system the provisions and facilities should be so planned in the context of lifelong education that maximum use could be put for all concerned.

On the whole, the consultative groups thought money is not being spent enough on adult education.

3. Is it fair for government to spend money on leisure?

Reply: The philosophy of leisure is too long to be expounded here. Suffice it to say that life is not only for working and making money. Leisure is a way to keep healthy. Knowing how to use leisure meaningfully can be both wholesome and useful for life. Many old people for want of purposeful hobbies find retirement meaningless and boring and fade away sooner than expected.

4. The general understanding of adult education is often confined to literacy programme and some such low level education. Why should money be spent on it?

Reply: Literacy programme is only a part of adult education. The comprehensive term of adult education has already been explained,[1] it covers:

- retrieval education
- recurrent education
- continuing education
- lifelong education, etc.

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[1] Please see page 25 for definition.

Programme areas covered by adult education are also broad. Those listed in the previous chapters plus a glance at the list as it stands in Part IV of the Handbook of Adult Education in the United States, 1960[1] will give one some ideas.

- Academic Education for Adults
- Education for Aging
- Community Development
- Creative Arts in Adult Education
- Economic Education for Adults
- Fundamental and Literacy Education
- Health Education of the Public
- Home and Family Life Education
- Human Relationships and Leadership Training
- Liberal Adult Education
- Public Affairs Education

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[1] Knowles, Malcolm. Handbook of Adult Education in the United States, 1960, (Index Part IV). Chicago, Adult Education Association of U.S.A., 1960.

- Adult Recreation Education
- Science for Adults
- Adult Occupational Education

The Handbook of Adult Education, 1970[1] added 3 fresh areas:

- Continuing Education for the Professions
- Continuing Education for Women
- Education for Self Fulfillment

Where adult education is concerned the socio-economic human development is involved. Should money be spent on it is a question best answered by an enlightened government.

5. Adult education should be self financed.

Reply: Some areas of adult education should be self financed, e.g., courses catering for professionals and people with good incomes. But courses catering for low income groups should be financed by the government. What type of courses should be financed and what not to be depends on the target group and the purpose of the programme.

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[1] Smith, Aker, Kidd. Handbook of Adult Education, 1970 (Contents, Part III). New York, Macmillan Publishing Co. Ltd., 1970.

6. Some industries finance their own in-service training programmes and other adult education programmes. Is this not a waste of money when those having received the benefit leave the company?

Reply: Adult education besides improving the quality of the employees also helps towards labour relationships. A good ladder of promotion prospects and salary scale will keep loyal staff at their posts.

7. Adults are adults. They should be able to organize themselves. Why need trained personnel to do so?

Reply: When needs are obviously felt adults are able to arrange learning opportunities for themselves. But very often needs are unfelt or the people are unaware of available provisions. Trained educators will have the techniques to make provisions available for the right target groups. Often times provisions are more important than financial aid.

8. It seems adult education is more a matter of distribution of information on existing provisions rather than making new provisions. An information sheet distributed to all concerned is enough, why spend money to train staff?

Reply: It is true the distribution of information on existing provisions is important, but society changes and so do socio-economic and human needs. Adult educators with training are supposed to be more sensitive to these changes and adapt their programmes accordingly.

A good survey on existing provisions as well as needs and to expose known programmes at the same time will help a great deal but a survey of this sort needs financial backing.

10.2 Arguments For and Against Special Training for Adult Educators

As to differences between teaching secondary school age students and teaching adults both the representatives of subvented agencies and the lecturers in the School of Education seemed to have indicated more differences than similarities. These differences lie in the philosophy, the curriculum, the learners and the teaching methods. Therefore, adult educators need special training. Yet it is not unusual for educators of the formal school system to think that training for formal secondary school is good enough for adults and special training is unnecessary. Their arguments are:

1. A good deal of formal school elements are found in adult education, so teachers trained for regular schools are good enough.

Reply: It is true that a good deal of formal school elements are in adult education, for example, some evening secondary schools follow the curriculum of day secondary schools and sit for the same examinations. But the psychology of the learners is different. Evening students are eager to get quick results, yet they cannot afford the length of time spent by day schools on each of the subjects. The educator or teacher should help them to summarize the main points, pass their examinations and run. Even though both teacher and student are tired after a day's work, they have to support each other with good and faithful attendance, the teacher with interesting lessons and the student with active participation in class. If either side fails to do their part, then the whole class will disintegrate because no one can compel an adult to come to class, nor is there any fast binding rules, regulations or contracts that can bind a part-time teacher to his post. Special training for the teacher is needed for motivation and commitment.

2. Formal schools should have first priority, and little fund can be spared for training teachers of adults.

Reply: Formal school should have priority only if we look at learning as a business between the age of 5 and 25 and stop at that. If we view learning as a lifelong process, then the years between 25 and 85 are as important and more necessary.

A look at the developmental characteristics of a person spelt out by a group of adult educators in a training workshop will make us realize the educational needs for the different stages of a person's development. (The said workshop was organized by the Hong Kong Association for Continuing Education and funded by Asian South Pacific Bureau for Adult Education held in December, 1981 at the Extra Mural Department of the Chinese University.)

Developmental Characteristics

Age 5 -- Curious
-- Naughty
-- Needs Peer Group (Playmates)

Age 15 -- Energetic
-- Curious
-- Immature
-- Rebellious

Age 20 -- Idealistic
-- Dreamy
-- ♂ + ♀
-- Constructive

Age 30 -- Responsible
-- Determined
-- Career Oriented

Age 40 -- Stable
-- Mature
-- Family Oriented

Age 50 -- Steady
-- Stubborn
-- Anxious

Age 65 -- Retired and having Sense of Insecurity
-- Nagging
-- Forgetful

Age 80 -- Depressive
-- Childish
-- Lonely

In 1978, in the United States, the College Entrance Examination Board funded by Exxon launched a project called Future Directions for a Learning Society, because they realized that more and more people were signing up for adult education course or making use of other learning opportunities such as doing self reading, visiting a museum or following a T. V. programme. A study was made to find out what caused adults to learn. They did a survey[1] and interviewed a national representative sample of almost 2,000 Americans, 25 years of age or older through face-to-face interviews and telephone conversations. Among the questions were the ones which asked whether the interviewee was learning and the reasons for learning.

49% said they were learning now or in the past 12 months.

51% said nil.

Life changes were given as reasons for learning such as:

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[1] Arbeitor S., Aslanian C. B., Ichmerbeck F. A., Brickell H. M., 40 Million Americans in Career Transition. New York, College Entrance Examination Board, 1978.

- Career	56%
- Family	16%
- Leisure	13%
- Art	5%
- Health	5%
- Religion	4%
- Citizenship	1%

Therefore, if we take learning as a lifelong business, our priorities may be different.

3. Basic learning and teaching principles such as psychology, memory, stimuli and rewards are the same so why need special training?

Reply: Basic learning and teaching principles such as psychology, memory, stimuli and rewards are the same, but their applications on adults are not exactly the same as in child education. For example, Application of Piagetian Concepts to the Study of Adult Cognition has occurred across a wide range of the Piagetian literature. Huey B. Long, Kay McCrary and Spencer Ackerman after a study on "Adult Cognition: Piagetian Based Research Findings" had to conclude that "The literature reviewed here appears to raise sufficient reason to question the traditional views that are heavily childhood centred. Additional conceptualization, research and experimentation by adult educators may prove to be profitable."[1]

Training for adult educators will be a means to discover the difference.

4. Even non-trained teachers have become good teachers of adults. Enthusiasm is the key, why need training?

Reply: It is true that even non-trained teachers have become good teachers of adults.[2] The same argument can be put for teachers of formal school systems. Why should they be trained?

"Until recently, the training of adult educators was relatively simple. The educational situations catered for by such training were often classroom situations with blackboard and organization as in a school. Lifelong education with its goal of adaptability to change stresses the need for a very different type of teacher."[1]

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[1] Long H. B., McCrary K., Ackerman S. Adult Cognition: Piagetian Based Research Findings, Year Book of Adult and Continuing Education, 1980-81, U.S.A. Marques Academic Media, 1980.

[2] Page 167.

It is no longer a question of teaching a class from the front but of:

- helping learning
- providing motivation
- stimulating the acquisition of knowledge and creativeness
- knowing how to fade into the background at the right movement
- encouraging self-directed learning.

In short, an educator of adults must have:[2]

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[1] UNESCO Third International Conference on Adult Education - Tokyo, 1972 (Basic Working Paper CONFEDAD 15, p. 29).

[2] Ibid, p. 30.

(a) a knowledge of those being taught and of their environment

(b) competence in the elements which make up the programme content

(c) an ability to utilize the most appropriate methods

(d) psycho-sociological training, training in communication in particular

The difference of being trained and non-trained is the difference between a professional and an amateur.

5. Much adult education depends on volunteers of a part-time nature and in large number it would be too costly to train all of them.

Reply: Much adult education depends on volunteers of a part-time nature and in large number, but it would not be too costly to train them all because they need not receive the same intensive training as the full-time professionals. Short courses of an in-service orientation nature in one or two aspects of their work from time to time will suffice. Cyril O Houle thinks such part-time educators require two forms of expertise: the mastery of the "content" to be conveyed, content being interpreted in a broad way to include skill and effective learning as well as cognition, and the mastery of instructional techniques required in the particular setting to achieve the desired objectives.[1]

6. There is no great difference between teaching English to Form 7 students in Day Schools and teaching English to students of evening schools, for both are of the same age group.

Reply: There is great difference between teaching English to Form 7 students in Day Schools and teaching English to students in evening schools of the same age, because the motives of learning are different - the one wanting to enter the university so wants English that would be suitable for use academically while the other want practical English of a commercial or conversational nature to be used to earn a living.

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[1] Houle, C. O. The Educator of Adults, Handbook of Adult Education, 1970, p. 113. U.S.A., The Adult Education Association of the U.S.A., 1970.

7. Some evening students are not necessarily learning to sit for examinations or for utility. Experience has shown that a group of biology students first want to learn biology.

Reply: It is true that some evening students may want to study not just for examination or for utility but for the sake of learning. Many adult education classes run in the Scandinavian countries are for this purpose, because these countries are rich and can well afford long leisure. Besides social activities are low during the months when the sun is down, and high during the months when the sun is up. Learning for the sake of learning is one of the meaningful activities for these countries. Adult education has become a social necessity.

8. The curricula of adult education is so broad, how can training be done in all areas?

Reply: Educators of adults need not be trained in all areas of curricula and all fields of learning. It is enough to specialize in some specific field plus the appropriate delivery method and media, and a good understanding of what adult education is all about, but "The adult educator cannot simply be a person of good will and generous impulse, and large ignorance. He must know something well."[1] - Overstreet.

9. "There appears no case for a special 'science' of adult education," only some teachers neglect the question of immediacy in the regular school system (Rex Mayer).[2]

Reply: Rex Mayer was over simplistic when he stated the above. Immediacy is not the only difference between regular school system and adult education. The reference of experience of the learners is also important. In adult education the educator may be a teacher and a learner in the class because the participants have their own wealth of experience to share. Experience is not so rich with school age youth.

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1. Kidd, Roby. How Adults Learn, p. 298. New York, Association Press, 1973.

2. Mayer, Rex - A Brief Note on Adult Learning, Macquaire University, Centre for Advancement of Teaching Minicourse - Leader's Note.

10. Do you mean that the administrators of adult education should also receive different training from that of the school principals of regular school system? Surely administrators are the same.

Reply: Administrators of adult education are indeed different from principals of regular schools and need special training. According to Malcolm Knowles[1] at the programme directors' level they need to:

1. assess societal needs
2. establish management structure
3. formulate objectives
4. instituting and supervising procedures
5. assessing programmes or evaluating them.

At the professional leadership level an educator of adult needs to:

1. develop new knowledge
2. prepare material

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[1] Knowles M. The Modern Practice of Adult Education, p. 22. New York, Association Press, 1974.

3. invent new technique
4. provide leadership for co-ordinating and organizing
5. Training adult education workers
6. promoting further development of the field

Sometimes administrators of adult education are more like a business man using market techniques to attract and retain clients, than a regular school principal where usually enrollment is not a problem.

So all in all training is necessary and good for educators of adults.

CHAPTER XI

CONCLUSIONS AND RECOMMENDATIONS

11.1 Conclusions

From Hong Kong situations and information provided by the consultative groups it has been amply demonstrated that adult educational needs in Hong Kong cover a wide range, but more attention should be given to career and occupational training since there is a 37.2% increase in the economically productive age group of 20 to 39. General and leisure courses come next in order of ranking.

The training of adult educators is needed to promote awareness and to provide adult education courses as well as to take care of part-time and in-service training programmes of the many volunteers and paid part-time staff of adult education.

It is generally felt that government has great responsibility in providing adult education to the public and that government financial support up till now has not been enough.

The problems identified in non-teaching staff in the subvented agencies appear to rest with some root causes that have to do with finance, working hours, space shortage, lack of training and recognition, and problems with the teaching staff centre around low pay, lack of training on teaching adults and lack of time and facilities.

Some basic differences between teaching secondary school age students and teaching adults have been identified. The need for a corps of trained adult educators in Hong Kong for now and in future seems inevitable.

Training could be done in the university as well as in the colleges of education and the polytechnic, but expert opinions from literature and examples from overseas seem to point the way for a university training programme for administrators and specialists.

It is not considered a good idea to have a separate department for adult education although the subvented agencies' representative not fully understanding the implication preferred to have a separate department dealing with training and research. The author does not advocate a separate department either, since adult education is not strong enough to rally support for such a move at the time of writing this dissertation.

Also it does not seem opportune to introduce a totally new programme titled Certificate in Adult Education on the same level as the Certificate of Education, but the introduction of some basic courses in the existing Certificate in Education and Advanced Diploma in Education appear to be more favourable. Therefore, the conclusion is drawn for the following proposal:

1. An elective of fifteen to twenty hours duration to be incorporated in the existing Certificate in Education on one of the following topics:
    (A) An Introduction to Adult Education
    (B) An Introduction to Lifelong Education

    The purpose is to stimulate prospective teachers, many of whom may already be having a part-time job teaching adults, into taking up adult education as a field of study in future and channelling them into thinking of education as a lifelong process.
2. An elective component of 108 hours duration in the Advanced Diploma in Education, titled, "Studies in Adult Education". A detailed curriculum has been developed for this elective component.
3. Master Degree in Education with specialization in Adult Education followed from the elective of the Advanced Diploma.

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4. A Certificate in Adult Education when the time is ripe.

Administrative arrangements for the above programmes to be implemented within the constraints of the School of Education would involve the hiring of two new lecturers rank members of staff. If no qualified applicants are available the school could still mount the elective the Certificate in Education and the Advanced Diploma in Education programmes by redeploying its existing staff who have the qualifications and interest in this field but with an adjustment of the Elective title in the Advanced Diploma to "Adult Education Approaches and Management".

With a total amount of HK$602,655 as suggested and bags of good will shown from the interviews of lecturers there seems to be no reason why a university training programme for adult education cannot be set up in the very near future in the School of Education of the University of Hong Kong. The Chinese University can adjust their programme to the rest of the adult education needs accordingly.

11.2 General Recommendations

Based on information brought to light from this study recommendations are addressed to the following sectors in Hong Kong:

(A) The government of Hong Kong

(B) The universities and other institutes of higher learning capable of providing training for trainers in adult education

(C) The educational and social institutions

(D) The Hong Kong Association for Continuing Education

1. Considering that adult education is needed in Hong Kong for educational, socio-economic and political reasons, it is recommended that government should give more attention to its development than it has hitherto done.
2. Considering that there is no official government department taking up the responsibilities of co-ordination, programme planning and teacher training for Hong Kong, it is recommended that an official body be set up consisting of official and unofficial members to co-ordinate, plan and develop adult education and any activities related to adult education such as music, sports, recreation and arts, consumer and family life

education, which are under separate councils and boards, so that efforts would not be duplicated and tax payers' money wasted.

3. Considering that adult education is needed for different sectors of the community at different levels and adult educators are needed to promote and organize as well as to teach courses for adults, it is recommended that the School of Education of the two universities, the teachers training colleges and the Polytechnic expand their curriculum to include courses for the training of adult educators at the teaching and administration levels.
4. Considering that adult education has become a field of studies and research is needed for improvement and advancement, it is recommended that the two universities should encourage more research in this field.
5. Considering adult education is a worthwhile activity much needed in this age of knowledge explosion and change, it is recommended that educational institutions and social institutions take up the role of promoting adult education by releasing staff to participate in training programmes and also provide part-time and in-service training to their own staff.

6. Considering that there is such a poor response to the subvention scheme for adult education, due probably not only to the lack of trained personnel, but also to the lack of knowledge of the scheme and lack of know-how on running adult education programmes, it is therefore recommended that the Hong Kong Association for Continuing Education in conjunction with the Adult Education Section of the Education Department take up the work of promotion and publicity especially geared towards those organizations that would be potential providers such as those listed in this study.

11.3 Special Recommendation

Considering that there has never been a university training programme for adult education, it is recommended that the School of Education would make an enquiry of those educational institutions whose staff would be potential participants, to find out if the proposed programme would be acceptable and any modifications needed.

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香港明愛
CARITAS — HONG KONG
明愛延續及成人教育服務
Caritas Continuing & Adult Education Service

Appendix I

CARITAS CONTINUING AND ADULT EDUCATION SERVICE

Annual Report 1980 - 81

Principles

In accordance with the Caritas spirit of "love in the service of hope" Caritas Continuing and Adult Education has spelt out the following principles:

1. All man has a right to an education. (Article 26, Universal Declaration of Human Rights)

2. The richest mine lies in the mind of man which "should be developed to think properly, constructively and progressively, and the will should be developed to act properly in order to seek to do more, know more and have more in order to be more". (Populerum Progressio - Pope Paul VI)

3. Each person is of value not only to himself but to the community as a whole. This value should be enhanced through learning.

4. Adult education forms an integral part of life-long education and is inseparable from the goal of expanding education opportunities for all. (UNESCO Tokyo Conference on Adult Education 1972)

5. Social justice demands equal opportunities for all. Many of the present tax-payers in Hong Kong, though paying ever so little, did not enjoy free primary nor secondary education. They should be compensated with adult education opportunities, especially if they have not completed their school education and are now in their 20's or 30's with many years ahead of them to contribute to the development of Hong Kong.

6. Accelerating and cumulative growth of knowledge obliges modern man to constantly up-date himself or be left out in the "lonely crowd" that can never come face to face with others in the fullness of their nature, their character, their existence, but give in to anti-social behaviour as an escape.

Regular Activities

In designing our courses of study for adults, we have adopted a pluralistic structure that would provide useful educational opportunities for those who have not completed their schooling to continue onward from whatever level their formal schooling has been disrupted. For those who have completed their schooling we offer other further educational opportunities. We have classes from 7:30 a.m. to 9:30 p.m. There are full-time as well as part-time courses.

/For .....

香港堅道二號明愛大厦 香港郵箱三五二二號 電話：二四二〇七一內線二四六及二四七
CARITAS HOUSE, 2 CAINE ROAD, HONG KONG P.O. BOX 3522 CABLE: CARITAS, HONG KONG TELEPHONE 5-242071 EXT. 246 & 247

For those who wish to learn at a distance we offer our Multi-Media Educational Programme.

Besides, we also organize a summer study programme to serve in-school students. Subjects given cover both academic studies and learning for leisure.

Classification of Courses

The courses offered can be classified into the following categories:

(1) Vocational and Educational

(a) Full-time training including Commercial and Secretarial, Technical, Hotel and Tourist Business, Graphic Design.

(b) Part-time education including secondary evening education and the Summer Study Programme.

(c) Basic education including Functional Literacy and Adult Basic Education, the former is specially designed for those who have not had any schooling while the latter is for young adults to continue their primary education with a functional approach.

(2) Cultural and Recreational

Courses under this category embrace cultural, aesthetic and recreational activities to provide chances for learning for leisure. Programmes of study consist of Art, Music, Photography, Design, Audio Video Production and various others.

(3) Practical Courses

Miscellaneous Practical Courses imparting knowledge applicable to daily life such as Management of Small Business, Bar-tending, Telex, Electronics, Plumbing and many others.

Altogether there are 14 full programmes and over 130 selective part-time courses. Full programmes are usually run on a one to two year basis, whereas selective courses may last for 6 months or 3 months depending on the syllabuses. (see Appendix I)

(4) Multi-Media Educational Programme

The Multi-Media Educational Programme is conducted by means of:

i) Correspondence,
ii) Class Tuition,
iii) Telephone Tuition,
iv) Cassette Tapes,
v) Radio Broadcast.

The programme aims at:

i) enabling people to continue their studies or to improve on what they have learnt while they are working,

ii) providing in-school students with more references for their studies.

/At .....

At present, the programme offers:

- i) Certificate Courses (for the Hong Kong Certificate of Education Examination),
- ii) Commercial Courses,
- iii) Language Courses,
- iv) Recreation Courses.

Also, the programme is offering services in Macao and near-by places.

(5) Extension Programme

This project serves as an efficient tool to meet the educational need of workers and adults, so that they can make use of their holidays to participate in some range of non-formal educational activities to enrich themselves and develop their potential as human beings in our progressive community.

Content:

- i) Educational Activities for Leisure (e.g. Canoe Training, Learn-to-swim Courses, House Plant and Flowers Seminars),
- ii) In-house Job Enlightenment Courses,
- iii) Professional workshops and seminars for working adults,
- iv) Study Tours.

(6) Functional Literacy and Adult Basic Education Programme

This programme continues to grow to cope with the needs of society. Six of our Centres have received subvention from government for this programme; therefore it is hoped that it will function more properly and according to the needs of this community.

(7) Group Certificates

The next stage of development is to offer Group Certificates to students. A student can choose a number of related courses and complete them in one or two years' time, at the end of which he will be rewarded a Group Certificate which may jointly signed by Caritas and another professional body.

The Group Certificates include:

Day School:

1. Commercial Studies,
2. Hotel Business,
3. Secretarial Training,
4. Secretarial Training (Secretarial Group Diploma),
5. Business Studies I & II,
6. Advertising and Commercial Art (Junior & Senior Courses),
7. Tourist Business,
8. Public Relations Studies.

/ Eight....

Night School:

1. Business Studies Group Certificate Course, (L.C.C. & I. Intermediate Stage)
2. Private Secretary, (L.C.C. & I. or R.S.A.) Group Certificate Course
3. Shipping Business Group Certificate Course,
4. Marketing Operation Group Certificate Course,
5. Shorthand and Typing Elementary Group Certificate Course, (L.C.C. & I. Elementary Stage)
6. Hotel Business Group Certificate Course - Front Office Operation,
7. Hotel Business Group Certificate Course - Food and Beverage Department Operation,
8. Chinese Food and Restaurant Services Group Certificate Course,
9. Tourist Business Group Certificate Course,
10. Electrical and Electronic Studies Group Certificate Course,
11. Group Certificate Course In Fashion Design and Dressmaking.

Internal Management

The Co-ordination Assisting Team set up three years ago has achieved a great deal in assisting and advising the Co-ordinator in policy and planning for better co-ordination and management. They function in the following areas:

- Publicity,
- Course and Development Control,
- Staff Relations and Development,
- Central Purchasing System,
- Finance Control.

Staff Development

While developing others, we also make it a point to develop ourselves. All through the years, our staff have been attending local and overseas seminars, conferences and courses in order to promote the quality of our work and to keep abreast with up-to-date trends of development.

(1) Local Conferences

(a) May 24, 1980

Developmental Seminar for Full-time and Part-time Clerical Staff

Speakers: i) Fr. James Wan
ii) Mr. Christopher Leung
iii) Mr. Lung Chun Kei

(b) July 16 - August 16, 1980

Developmental Seminar - organized by the Service.
This seminar was mainly for administrators.

Speaker: Dr. David Law
Education specialist - University of
San Francisco, U.S.A.

/(c) September .....

(c) September 5, 1980

Full-time Teachers' Orientation Seminar.
This seminar was only for full-time teachers.

Speakers: i) Fr. James Wan
ii) Mr. Daniel Chan
Lecturer of Social Work Department,
Chinese University
iii) Our principals

(d) October 18, 25, November 1, 8, 15, 1980

Training Seminar on 'Survey Methodology For Adult Educational Workers.
This seminar is for all administrators.

Speaker: Dr. George Lam

(e) January 14, 24, 31, 1981

T.V. Production Crash Course for Administrators.

Speaker: Mr. Robert Leung
Caritas Audio-Video Technology Section

(f) April 4, 11, 1981

T.V. Production Crash Course for Teachers

Speaker: Mr. Robert Leung

(2) Overseas Conferences

(a) April 20 - May 3, 1980

International Labour Office Asian Regional Professional Meeting on Vocational Training System Design.

This conference was held in the Philippines. One member of our staff participated.

(b) May 19 - 23, 1980

Regional Workshop on Training Materials Development and Exchange.

This conference was held in Bangkok. One member of our staff participated.

(c) July 21 - 30, 1980

Advance Television Production.

This conference was organized by Communication Foundation for Asia in Manila. One member of our staff participated.

(d) September 16 - 20, 1980

1980 ASPBAE Regional 3 Conference.

This conference was held in Bali, Indonesia. One member of our staff participated.

(e) November 24 - December 4, 1980

UNESCO Regional Seminar on Adult Education and Development.

This conference was held in Bangkok. Three members of our staff participated.

/Annual .....

Annual Events

(1) The Annual Day Celebration was held on November 15, 1980 at the Hong Kong City Hall. Mr. J.N. Henderson, Commissioner for Labour was invited to be our chief guest. The Annual Day Celebration was for all our adult education centres. Students from our centres as well as guest artists, contributed items to the programme.

(2) Design Exhibition of Caritas Bianchi College of Careers (June 27, 1980)

The Design Exhibition 1980 was held at the City Hall, Exhibition Hall, Lower Block. Mr. Peter Cavaye, Representative of British Council officiated at the opening of the Exhibition.

The Design Exhibition is the work of the students of the Design Course and the Exhibition is an annual affair of the Service. However, this year (1981) the college aims at a greater attempt to run its future exhibitions in a more professional manner in the City Hall.

New Development

(1) On December 8, 1980, the Audio-Video Technology Section was opened by Mr. John Tisdall, Director of Broadcasting and Mr. Li Ka-shing Chairman and Managing Director of Cheung Kong (Holdings) Ltd. The aim of this Section is to use media for Human Development through education. The media used by the Section includes Cameras, Electronic, Telecine chain of 16 mm. and 8 mm., including slides and video tape recorders and editors, etc.

We really hope this Section can serve the demand from inside and outside the church, locally and internationally, so that we can make learning become more interesting and grow in depth.

(2) Sha Tin Centre

In January 1981, a new Centre at Sha Tin was opened to offer courses required by the people in the district.

Future Development

A new Centre in Chaiwan will be opened in January 1982 to offer new courses for the area.

Centres providing Continuing and Adult Education Service

At present, we have 17 adult educational centres in 10 localities, namely:

(1)	Caritas Centre for Further and Adult Education CAINE ROAD (Day and Night Schools) Multi-Media Educational Programme Caritas Practical Evening School	Caritas House 2 Caine Road Hong Kong	5-242071

/(2) Caritas .....

(2)	Caritas Adult Educational Centre ABERDEEN (Day and Night Schools)	20 Tin Wan Street Aberdeen Hong Kong	5-524211
(3)	Caritas Bianchi College of Careers (Day and Night Schools)	4 Cliff Road Kowloon	3-857177
(4)	Caritas Adult Educational Centre (Night School)	Lung Tsai Tsuen Cheung Chau	5-9811124
(5)	Caritas Centre for Further and Adult Education KENNEDY TOWN (Day and Night Schools)	27 Pokfield Road Kennedy Town Hong Kong	5-874227
(6)	Caritas Centre for Further and Adult Education KOWLOON (Day and Night Schools)	256A Prince Edward Road Kowloon	3-365211
(7)	Caritas Rotary Adult Educational Centre SAU MAU PING (Day and Night Schools)	Unit No. 10 and 11 Block No. 28 Sau Mau Ping Estate Kowloon	3-403176
(8)	Caritas Centre for Further and Adult Education SHATIN (Night School)	18-24 Man Lai Road Shatin New Territories	12-626224
(9)	Caritas Adult Educational Centre TSUEN WAN (Night School)	Shing Mun Road Tsuen Wan New Territories	12-400131
(10)	Caritas Centre for Further and Adult Education TUEN MUN (Night School)	Lot No. 111 Shek Pai Tau Road Tuen Mun New Territories	12-810504

Information on Students

Our students come from all walks of life. Their age ranges from 13 to 60 years, but the majority fall between 16 to 25 years.

/Quantitative .....

Quantitative Development for the past 12 years

There has been a remarkable increase in our enrolments for the past 12 years of our establishment. Statistical datasreveal the following:

Year	Enrolment
1969 - 70	1,629
1970 - 71	5,076
1971 - 72	5,892
1972 - 73	9,409
1973 - 74	11,368
1974 - 75	11,869
1975 - 76	16,831
1976 - 77	20,507
1977 - 78	23,563
1978 - 79	28,685
1979 - 80	38,897
1980 - 81	44,570

The increase was twenty-seven fold in twelve years showing the great need in providing this service. (see Appendix II)

Staff

Staff turnover rate is still high in our Service. Our centres are used as stepping stones to posts in the Government, the Polytechnic and the two Universities, or the industries. We cannot compete with these institutes in salaries, although we are doing our utmost to keep up with them. Only those who have a good will to serve the community will stay long.

Our programmes are manned by the following staff in the various centres:

	Full-time	Part-time
Co-ordinator	1	
Supervisor		10
Principal	7	2
Co-ordination Assisting Team Members		8
Assistant Organizer	2	
Assistant Principal/ Prefect of Studies	7	3
Teacher	55	441
Audio Video Technician	3	
Clerical Staff	30	5
	105	569

Regular meetings at various levels were held during the year and seasonal functions were organized to promote better relationship and co-operation.

/Continuing ...

APPENDIX I

Continuing and Adult Education

Summary of Courses

The following courses are offered:

ART, MUSIC and PHOTOGRAHPY

ART	10	Monochrome Drawing (I)
ART	11	Monochrome Drawing (II)
ART	12	Introduction to Water Colour Painting
ART	14	Oil Painting
ART	15	Chinese Painting (Scenic)
ART	16	Chinese Calligraphy (I)
ART	17	Chinese Calligraphy (II)
ART	18	Chinese Calligraphy (III)
ART	19	Chinese Calligraphy (IV)
ART	30	Photography
ART	33	Dark-room Technique
ART	35	Dark-room Technique (colour)
ART	37	Super 8mm Film Production
ART	40	Lute Study (I)
ART	50	Script Writing
ART	55	Selections of Chinese Verses
ART	60	Acting Art
ART	61	Fundamental Singing and Vocal Training
ART	66	Basic Theory in Music (Elementary)
ART	67	Basic Theory in Music (Intermediate)
ART	70	Floral Art (Elementary)
ART	71	Floral Art (Intermediate)
ART	72	Floral Art (Advanced)
ART	90	Chinese Calligraphy for Children
ART	91	Painting for Children (I)
ART	92	Painting for Children (II)

AUDIO VIDEO TECHNOLOGY COURSES

AVC	10	Basic TV Production Techniques
AVC	11	Further TV Production Techniques
AVC	12	TV and Stage Lighting Techniques

BUSINESS MANAGEMENT and GENERAL STUDIES

BMG	10	Basic Marketing
BMG	13	Advertising Practice
BMG	14	Salesmanship
BMG	15	Inventory Management
BMG	20	Securities Investment
BMG	21	Trading in Commodity Future
BMG	22	Seminar for Property Brokers
BMG	25	Foreign Exchange
BMG	30	Banking Practice (I)
BMG	31	Banking Practice (II)
BMG	35	Analysis of Financial Statements
BMG	40	Hong Kong Taxation
BMG	45	Auditing Practice
BMG	50	Insurance Practice
BMG	60	Personnel Management
BMG	90	Multi-storey Building Management
BMG	95	Ownership of a Small Business

/BUSINESS, SECRETARIAL.....

BUSINESS, SECRETARIAL and CLERICAL STUDIES

BSC	10	Bookkeeping (Elementary)
BSC	11	Bookkeeping (Intermediate)
BSC	12	Higher Accounting
BSC	20	Import/Export Practice (I)
BSC	21	Import/Export Practice (II)
BSC	29	Business Arithmetic
BSC	30	Shorthand Theory
BSC	31	Shorthand Speed 60/80 w.p.m.
BSC	32	Shorthand Speed 90/100 w.p.m.
BSC	40	Typewriting (Elementary)
BSC	41	Typewriting (Intermediate)
BSC	45	Chinese Typewriting
BSC	46	Telex Operation
BSC	47	Audio-typewriting Basic Course
BSC	48	Audio-typewriting Speed Development Course
BSC	52	General Clerical Duties
BSC	56	Commercial Correspondence and Report Writing
BSC	60	Practical Chinese

CATERING

CAT	10	Bartending
CAT	15	Restaurant and Bar Services
CAT	20	Chinese Cook Training
CAT	22	Cantonese Dim-Sum
CAT	29	Chinese Roasted Products
CAT	30	Western Cook Training
CAT	31	Cookery
CAT	35	Cakes and Pastry
CAT	50	Fruit and Vegetable Carving

COMMERCIAL ART

CMA	10	Commercial Art (I)
CMA	11	Commercial Art (II)
CMA	20	Interior Design (I)
CMA	21	Interior Design (II)

ECO	10	Principles of Economics (I)
ECO	11	Principles of Economics (II)

HOTEL AND TOURIST BUSINESS

HTB	15	Ice Carving and Butter Sculpture
HTB	20	Front Office Operation
HTB	40	Housekeeping Service
HTB	60	Practical Tariff and Ticketing

LANGUAGES

LAN	01	Mandarin (Elementary)
LAN	02	Mandarin
LAN	10	Elementary English (I)
LAN	11	Elementary English (II)
LAN	12	Elementary English (III)
LAN	20	Practical English (I)
LAN	21	Practical English (II)
LAN	22	Practical English (III)
LAN	23	Practical English (IV)
LAN	24	Practical English (V)

LAN	27	English for G.C.E. (O Level)
LAN	29	English for TOFEL
LAN	71	Japanese (I)
LAN	72	Japanese (II)
LAN	73	Japanese (III)
LAN	74	Japanese (IV)
LAN	80	French
LAN	99	Private Language Laboratory Work

MISCELLANEOUS

MIS	11	Introduction to Buddhism
MIS	12	Introduction to Taoism
MIS	13	Introduction to Christianity

MISCELLANEOUS PRACTICAL COURSES

MPC	10	Household Applied Electricity
MPC	12	Electronics
MPC	13	Radio Servicing
MPC	15	Electrical Installation in Building Services
MPC	16	Electro-Plating
MPC	20	Fashion Design (Elementary)
MPC	21	Fashion Design (Intermediate)
MPC	24	Knitting
MPC	25	Dressmaking (Elementary)
MPC	26	Dressmaking (Intermediate)
MPC	27	Dressmaking (Advanced)
MPC	30	Motor Car Maintenance and Repair
MPC	32	Motor Cycle Maintenance and Repair
MPC	40	Electro-Welding
MPC	45	Elementary Ribbon Flower Making
MPC	46	Intermediate Ribbon Flower Making
MPC	47	Advanced Ribbon Flower Making
MPC	51	Furniture Making (I)
MPC	52	Furniture Making (II)
MPC	55	Basic Furniture Design
MPC	60	Masonry for Domestic Application
MPC	65	Plumbing
MPC	70	Basic Air-conditioning Principles
MPC	71	Air-conditioning Control System
MPC	80	Introduction to Printing Process
MPC	81	Letter Press Printing
MPC	82	Offset Printing
MPC	83	Screen Printing
MPC	88	Bindery
MPC	90	Plastic Mould-Making (Elementary)
MPC	91	Plastic Mould-Making (Intermediate)

SOCIAL STUDIES

SOC	10	Psycology and You
SOC	11	Interpersonal Relationship
SOC	20	Economics of Daily Life
SOC	30	Common Knowledge In Law

MULTI-MEDIA EDUCATIONAL PROGRAMME

English	Level 1 - 5
Chinese Language	" 1 - 5
Chinese History	" 1 - 5
Mathematics	" 1 - 5
Integrated Science	" 1 - 3
Biology	" 4 - 5
Social Studies	" 1 - 3
Economics	" 4 - 5
Bookkeeping	Elementary and Intermediate
Japanese	Elementary
Mandarin	"
Guitar	"

/EXTENSION .....

EXTENSION PROGRAMME

In-house courses for factory workers and staff.

Professional workshops and seminars for working adults e.g. Human Resources in Business Enterprises, Public Relations in Business Enterprises.

Educational Activities for Leisure e.g. Learn-to-swim Course, Canoe Training.

Appendix II

ENROLMENT ACCORDING TO COURSE DURATION
(April 1980 - March 1981)

Course Duration	Aberdeen		Bianchi		Caine Road			Cheung Chau	Chuk Yuen	Kennedy Town		Kowloon		Sau Mau Ping	Shatin	Tsuen Wan	Tuen Mun	Total	
	Day	Night	Day	Night	Day	Night	PES	Night	Night	Day	Night	Day	Night	Night	Night	Night	Night	Day	Night
3 months		787		2,107	254	5,957		94	592		2,186	25	3,466	131	98	1,442	950	279	17,810
6 months		1,488		1,068	481	1,538		177	54		995		1,580	261	82	1,891	969	481	10,103
10 months	163	200	792		277		376	39		181		573	143				85	1,986	843
Multi-Media Educational Programme					896													896	
Extension Programme								846											846
Summer Study Programme	398		1,376		4,158			121		2,076		3,197						11,205	121
Total	561	2,475	2,168	3,175	6,066	7,495	376	1,277	646	2,257	3,181	3,795	5,189	392	180	3,333	2,004	14,847	29,723
Grand Total																		44,570	

Speech by A.J.Reeve, Acting Assistant Director of Education (Further)
at the International Conference on Adult Education, 18-19 Sept., 1979.

The Hong Kong Government's Proposed Adult Education Subvention Scheme : Guidelines

Mr. Chairman, Ladies and Gentlemen,

I am grateful to the Hong Kong Association for Continuing Education for inviting me to address this international conference on Adult Education. The invitation gives me the opportunity to talk on Hong Kong Government's Adult Education Subvention scheme which will certainly be of interest to the Hong Kong section of this large audience and may well be of interest to representatives from other countries.

2. The White Paper of October 1978 entitled "Senior Secondary and Tertiary Education" included several important proposals to improve Adult Education in Hong Kong and was an explicit statement of Government's concern for the development of educational opportunities for mature students. In particular, it revealed Government's interest in the needs of those who do not have the advantage of a strong formal education.

3. Thus, one of the main proposals was to establish a scheme of subvention for those voluntary organisations which organise "retrieval" education courses for such disadvantaged people. Paragraph 7.4 stated, "The main thrust of the government's policy for developing "retrieval" adult education courses will be directed to assisting voluntary organisations to complement and supplement the Education Department's own courses". It went on to suggest suitable courses for subvention such as

(1) courses designed to improve basic literacy in Chinese;
(2) general education for particular groups, such as factory workers and fisherfolk (including re-orientation to land-based living);
(3) re-orientation and Cantonese language courses for newcomers to Hong Kong from other parts of Asia;
(4) social and moral education;
(5) activities in geographical areas not covered by the Education Department's services.'

4. A few guidelines were given in the White Paper for non-profit making voluntary organisations which will be invited to propose suitable courses. These guidelines have been fully elaborated on by Government and are listed as follows:

(*) In this context Education Department's services include those provided by the Technical Education Division as well as those provided by the Adult Education Section.

(2) Consideration will be limited to proposals for activities which are not already provided by the Education Department or for activities which, though already provided by the Education Department, do not meet current demand for places from eligible applicants.

(3) Proposed activities must meet a demonstrable public demand from low-income groups and be of benefit to the community at large.

(4) Such activities must be of a 'retrieval' nature, i.e. designed specifically to meet the needs of those who do not have the advantage of a strong formal education.

(5) Proposed activities should be provided on a strictly non-profit-making basis.

(6) Subvention can be considered only as a contribution towards the cost of staff directly engaged in the proposed activities and essential equipment.

(7) No project will be subvented unless students pay fees towards part of the cost of the course. (Students from families assisted by the public assistance scheme may apply to the Social Welfare Department for these fees to be taken account of in the Department's assessment of their needs.)

(8) Subvention will be considered on a project basis and not on a recurrent annual basis. A project, as defined in (9) below, will be considered only on the understanding that it is not designed to extend beyond a period of one year.

(9) A project is defined as an activity or series of closely related activities in the field of adult/ continuing education, with specific objectives that can be achieved in one year.

(10) Renewal of subvention arrangements would be considered on an annual basis and be subject to satisfactory completion of the current agreed project, relative priority of other proposed projects and the continued availability of funds.

(11) In the first year of any subvention scheme each participating voluntary organisation will be permitted to undertake one project only.

5. The guidelines considered separately or as a whole may be thought to be restrictive. In fact, last month when I discussed them informally with committee members of the Hong Kong Association for Continuing Education, their initial reaction was somewhat critical - understandably so because if you take each individual guide-line separately one by one, the impression one may gets is that Government is putting difficulties in the way of organisations seeking subvention. However, if you regard

/the guidelines as......

the guidelines as a whole you will, I think, appreciate that Government is being prudent and cautious in ensuring that a subvention scheme such as this, which may well entail eventually a considerable amount of public money, will be worthwhile, efficient and make the most effective use of our resources.

6. All the proposals in the October 1978 White Paper were covered by the phrase - "subject to a regular review of the overall resources available to the Government." In determining the distribution of these resources Government must decide on a priority list of the various needs of the community. Should sufficient funds be available for various priorities including adult education then we shall be able to go ahead with a pilot scheme in 1980-81 of adult education subvention. But we need to ensure that it is successful so that Government will be prepared to subsidise more projects in the field of adult education in future years.

7. It is relevant at this point in my speech to refer to the annual study conference of the National Institute of Adult Education held at Nottingham University in April this year. Mr. Peter Newsam, education officer of the Inner London Education Office and a former part-time adult centre warden, quoted from a discussion paper put out by the Advisory Council on Adult and Continuing Education which observed that "the demand for continuing education was latent and would follow provision". This I take to mean, ' The more you provide, the more the demand'. "Try that on most LEAs at the moment," commented Mr. Newsam, " and I expect the majority of them will say it is just this that they find so difficult. Adult educators may talk of infinite possibilities; the worried local councillor may think in terms of bottomless pits with votes dropping to left and right of him". Probably it was this kind of thinking which prompted those who drew up the guidelines in the White Paper to include item 3 above : activities proposed for subvention must meet a demonstrable demand from low income groups and be of benefit to the community at large".

8. In my view - and it is a personal view - one of the greatest needs or demands in the field of adult or continuing education is for more of the activities provided by the Government Adult Education and Recreation Centres. I visited two such centres recently in the company of the Senior Assistant Director (Planning and Development) and two officers of the Adult Education Section of the Education Department. We could not help but be impressed by the range of activities provided - from folk dancing and Chinese boxing to Chinese calligraphy, photography and drama - and by the enthusiasm and keen interest of the participants. There was a sense of belonging and

/community spirit.....

community spirit and a vitality which must make such a refreshing change from the passivity of T.V. viewing. My impression is that such centres have a spin-off effect, leading members to try to improve and better themselves and develop their potential as human beings.

9. Do not misunderstand me. The need for more such centres is I think a real need but there must be more specific needs of which many experts present here today have a greater awareness than I have. I am relatively new and inexperienced in the field of adult education and I look forward to learning more from fellow workers in this important area of education.

10. May I on behalf of Mr. Topley, Director of Education, extend his congratulations and good wishes to you, Mr. Chairman, and the organisers of this conference. He would wish me to endorse your words of welcome to guests from overseas. I hope they and all present here today find the conference a useful and rewarding experience. Thank you for your attention.

香港成人教
THE HONG KONG ASSOCIATION FOR CONTINUING EDUCATION
香港坚道二號 2 CAINE ROAD, HONG KONG. TELEPHONE: 5-242071

Findings of recent survey on application for government subvention for adult education 1980 - 81 and reasons for not applying

Summary of the Survey

The Hong Kong Association for Continuing Education has conducted a survey on:

1) the number of voluntary organizations offering non-profit making adult/continuing education who are likely to be interested in obtaining government subvention,

2) the total amount of subvention needed for the year 1980-81,

3) the reasons for not applying.

38 questionnaires out of 695 were returned back to the Association on September 29, 1979 representing 5.47% of the population.

Among these 38 voluntary organizations, 15 were interested in applying for the government subvention for the year 1980-81 amounted HK$~~1,973,520.00.~~ 1,640,450.— The following are the details of the survey:

The Association sent out questionnaires A and B (appendix I and II) to the following 14 kinds of voluntary organizations, dated August 31, 1979. Full addresses of these organizations are attached as Appendix III.

17	major men religious communities
21	major women religious communities
32	Catholic Diocesan Secondary Schools
17	members of the Catholic Board of Education
87	major Catholic parishes churches
24	Catholic Diocesan Commission
26	members of Ecumenical Commission
27	Catholic Evening Secondary Schools
127	major Christian (Protestant) churches/organizations
124	member-agencies of the Hong Kong Council of Social Services
91	members of the Hong Kong Association for Continuing Education
65	Kai Fong Welfare Associations
35	Interested persons and parties
2	Trade unions

/Sources .....

Sources: Catholic Directory 1979

Directory of Hong Kong Churches 1976

Membership List of the Hong Kong Council of Social Services

Membership List of the Hong Kong Association for Continuing Education

Hong Kong Year Book 1979 by Wah Kiu Yat Po

Return Rate

On September 29, four days after deadline, a total of 38 questionnaires were returned back to the Association. 22 out of them expressed that they would not apply for subvention at least this year. Reasons for not applying given by these organizations will be listed in the latter part of this paper. The return percentages of these are listed for reference.

38/695	(5.18%)		All organizations
1/17	(5.88%)		major Men Religious Communities
			i.e. C.I.C.M.
1/21	(4.76%)		major Women Religious Communities
			i.e. Society of Helpers
2/32	(6.25%)		Catholic Diocesan Secondary Schools
			i.e. Nam Wah Middle School
			St. Joseph Anglo-Chinese School
0/17	(0%)		Members of The Catholic Board of Education
1/87	(1.15%)		Catholic Parish Churches
			i.e. Queen of Angels Parish and Centre
			The Holy Carpenter Church and Community Centre
1/24	(4.17%)		Catholic Diocesan Commission
		*	i.e. Diocesan Audio-visual Centre
0/26	(0%)		Members of Ecumenical Commission
3/27	(11%)		Evening Secondary Schools
			i.e. Wah Yan English Evening School - Wanchai
			Shek Pai Wan St. Peter's Evening School
		#	Tack Ching Girls' English Evening College
8/124	(6.2%)		Members-agencies of The Hong Kong Council of Social Services
			i.e. St. James Settlement
			Association of Volunteer Services
			Aberdeen Kai Fong Welfare Association Community Centre
			The Society for the Aid and Rehabilitation of Drug Abusers
		*	Y. W. C. A.
			Hong Kong Family Welfare Society
			Catholic Marriage Advisory Council

/S.K.H. .....

# S.K.H. Lady MacLehose Centre
Heep Hong Club for Handicapped Children
Methodist Epworth Village Community Centre

8/127 (6.4%) major Protestant Churches/Organizations
#* i.e. United Christian Hospital
#* Industrial Evangelistic Fellowship
Bethleham Church of the Hope Missions
Christian Study Centre
China Bible Seminary, Inc.
Hong Kong Macao Mission of Seventh Day Adventists
[illegible] Tak Christian Church
* Division of Extra Mural Studies of The Hong Kong Baptist College

0/65 (0%) Kai Fong Welfare Associations

3/37 (8.1%) Interested persons and parties
# i.e. The Hong Kong Management Association
# Mr. Anthony Chan, Ph.D.
Institute of Human Relations

8/91 (8.8%) # Members of The Hong Kong Association for Continuing Education

# Members of the Association
* Interested in the subvention 1980 - 81

Parties interested in applying for subvention

1)	Y.W.C.A.	Adult Basic Education	$181,360.00
2)	Diocesan Audio-visual Centre	Group Media in Education	5,240.00
3)	United Christian Hospital	Audio-visual supporting service for Community Care, Education and In-service Development	72,000.00
4)	The Society for the Aid and Rehabilitation of Drug Abusers	Leadership Training Course for Female Ex-drug Abusers	4,340.00
5)	Industrial Evangelistic Fellowship	Workers' Education Group	26,100.00
6)	Methodist Epworth Village Community Centre		31,000.00

/7) .....

7)	The Hong Kong Carpenter Church and Community Centre	Cantonese Drama and Music Training Course	$20,000.00
8)	Caritas Adult Educational Centre - Aberdeen (Night School)	General Education for Factory Workers	44,832.00
9)	Caritas Adult Educational Centre	A Remedial Distance Education Programme	389,530.00
10)	Caritas Adult Educational Centre - Cheung Chau	Workers' Out-reached Programme	206,116.00
11)	Caritas Social Centre - Chuk Yuen	Interest Group Service for the Able Senior Citizens and Workers in the District	75,862.00
12)	Caritas Adult Educational Centre - Kennedy Town (Night School)	Workers' Cultural Talent Development Programme	72,584.00
13)	Caritas Rotary Adult Educational Centre - Sau Mau Ping	Functional Literacy Campaign	288,106.00
14)	Caritas Adult Educational Centre - Tsuen Wan (Night School)	Workers' Cultural Talent Development Programme	72,584.00
15)	Caritas Centre for Further and Adult Education - Tuen Mun	Functional Education for Workers	150,796.00
			1,640,450.00

Findings of Questionnaire B

a) Reasons for not applying for subsidy and b) comments on guidelines

1) major Men Religious Community (1/17 replies)
   - no such programmes at present or coming years

2) major Women Religious Community (1/21 replies)
   - no such programmes at present

3) Catholic Diocesan Secondary Schools (2/32 replies)
   - his school is already aided by government for secondary grammar education
   - school location is inconvenient to hold adult education programmes at night

4) Catholic Churches (1/87 replies)
   - the parish is going to be demolished soon

5) Evening Secondary Schools (3/27 replies)
   - not interested in obtaining the subvention for 1980 - 81
   - it is receiving donations from H.K.R.J.C.
   - self-sufficient financially

/- .....

- if it is an old project, our organization usually has already got some subvention from some sources. It if is a new one, then there need to be a lot of preparations in addition to getting funds, such as manpower, survey on the need to the project, premises and management. There may not be confidence in applying for subvention if these preparations have not been done. . .

6) Member-agencies of The Hong Kong Council of Social Services (8/127 replies)

- programmes are already fully subvented by S.W.D.
- too much limitations
- not have enough space to hold programmes for the time being
- too short notice in terms of time
- objectives are pre-school handicapped children, so we would not be doing anything concerning adults
- broad enough for new ideas but no safeguard for continuous support after 1 year of experiment project
- the guidelines are too vague to fit existing training and educational programmes (e.g. social and moral education in too broad a term)
- no clear direction/indicators

7) major Protestant Churches/Organizations (8/127 replies)

- adult education programmes not on the priority list
- cannot accept donations/contributions from non-Christian body
- shortage of personnel restricts to participate in new programmes
- lack of space, manpower and finance of the organization
- appreciate the points included. It is possible that any thorough and cumulative programme for such Adult/Continuing Education, will require special provision of training for those to be educators/co-workers, i.e. adequate leadership development may be a prior need, not immediately involving many of "those who do not have the advantage of a strong formal education." (Some of our staff have considerable experience in the education of such groups, in a number of Asian countries, and the key has been in the development of a team of initiators/community educators.
- however, we hope that the government would support continuing education in a strong way as a compensation to the lack of higher education opportunities in Hong Kong.

8) Interested Parties

- we have not decided because we are not sure subvention means a hindrance to the carrying out of evangelical activities in our labour education classes
- already subvented by government
- the courses organized are attended by those who can afford it
- there are many good points and should be sufficient for the time being

/Observation .....

Observation and Recommendation on Survey

It is found that both the return rate 5.03% and the rate of interested in application for the subvention 1.87% are quite low. It may reflect that not many organizations have been providing adult education or are not aware of the subvention scheme.

However, the organizations applying for subvention are submitting a wide range of interesting adult education activities. The amount is also reasonable. They should be encouraged as a start. Hopefully others will follow in the coming years.

As a promotion for both adult education and the scheme among potential adult educators and programmes organizers, a series of seminars should be organized for various types group leaders and organization heads. The seminars could be organized jointly by the Hong Kong Association for Continuing Education and the Education Department.

HONG KONG, 1979.

香港教育司署

EDUCATION DEPARTMENT,
HONG KONG.

本署檔號 Our Ref.: ED 8/3002/78 Pt. II

6th October, 1980.

Mr. LUNG Chun-kei,
Hon. Secretary,
The Hong Kong Association for
Continuing Education,
2 Caine Road,
Hong Kong.

Dear Mr. Lung,

As requested in your letter of 16th September I am enclosing a list of the organisations which were successful in obtaining government subvention for adult education projects: the list does not indicate the amount of subvention allocated since I am advised that it would not be proper to divulge such information to any but the individual organisation in receipt of the subvention.

May I repeat my thanks to you and your association for the invaluable assistance you gave in providing the opportunity to liaise through you with voluntary organisations involved in the field of adult education.

Yours sincerely,

(A.J. Reeve)
for Director of Education

P.S. Govt. approved a total commitment of $650,000 for grants towards selected adult education services for the academic year 1980-81.

Encl.

CARITAS ADULT EDUCATIONAL CENTRE
13 OCT 1980
RECEIVED

I. Organisations in receipt of Government subventions for adult education projects

1. Factory worker social life education programme
   - Methodist Church Epworth Village Community Centre
2. Labour education
   - Industrial Evangelistic Fellowship
3. Multi-media education programme
   - Caritas Hong Kong Centre
4. Functional seminars
   - Caritas Tuen Mun Centre
5. Seminar dealing with different topics (elderly care, labour problem, family education, etc.) - Caritas Cheung Chau Centre
6. Adult basic education
   - Caritas Cheung Chau Centre
7. General education for workers
   - Caritas Aberdeen Centre
8. Basic knowledge education programme
   - Methodist Church Epworth Village Community Centre
9. Adult basic education
   - Caritas Kennedy Town Centre
10. Functional education for workers
    - Caritas Tuen Mun Centre
11. Adult basic education : class tuition
    - Caritas Sau Mau Ping Centre
12. Adult basic education course
    - Y.W.C.A. (Lam Tin, Kowloon)

[illegible]

13. Job enlightenment course
    - Caritas Cheung Chau Centre (Cheung Chau, N.T.)
14. Leadership training for female ex-drug abusers
    - The Society for the Aid & Rehabilitation of Drug Abusers
15. Seminar for community education and moral education
    - Caritas Sau Mau Ping Centre
16. English course for deaf adults
    - Hong Kong Society for the deaf
17. Education programme for community volunteers
    - United Christian Medical Service
18. Managing clients with psychological problems in the society
    - United Christian Medical Service

/II. .....

II. Unsuccessful applications

1. Introduction to group media techniques
   - Diocesan Audio Visual Centre

2. Fundamental English Classes
   - Y.W.C.A.

3. Cantonese drama and music training course
   - Holy Carpenter Community Centre

4. Short courses on Chinese culture
   - The Chinese Culture & Art Centre

5. Workers' cultural talent development programme
   - Caritas Tsuen Wan Centre

6. Education activities for leisure
   - Caritas Cheung Chau Centre

7. Field studies
   - Caritas Cheung Chau Centre

8. Workers' cultural talent development programme
   - Caritas Kennedy Town Centre

9. Adult basic education : home tuition
   - Caritas Sau Mau Ping Centre

10. Interest group service for the able senior citizens and workers
    - Caritas Chuk Yuen Centre (Application withdrawn)

Ref. : AES 1/[illegible]/371/76

Guidance notes for voluntary organizations wishing to apply for a subvention for adult education activities (1981/82)

Paragraph 7.1 of the White Paper on Senior Secondary and Tertiary Education, published in October 1978, states :

> 'The Government will introduce a scheme of subvention for those voluntary organizations which organize "retrieval" education courses - i.e. courses designed specifically to meet the needs of those who do not have the advantage of a strong formal education.'

Paragraph 7.4 continues :

> 'The main thrust of the Government's policy for developing retrieval adult education courses will be directed to assisting voluntary organisations to complement and supplement the Education Department's own courses. A scheme of subvention will be introduced for that purpose. Suitable courses for subvention might include :
>
> (a) courses designed to improve basic literacy in Chinese;
>
> (b) general education for particular groups, such as factory workers and fisherfolk (including re-orientation to land-based living);
>
> (c) re-orientation and Cantonese language courses for newcomers to Hong Kong from other parts of Asia;
>
> (d) social and moral education;
>
> (e) activities in geographical areas not covered by the Education Department's services.'

Paragraph 7.5 gives further details of the kind of activities which might be found suitable for subvention and of the form which any such subvention should take. It states :

> 'Non-profit-making voluntary organisations will be invited to propose suitable courses in terms of these guidelines, which will be subvented on a project basis (i.e. not annually recurrent, though renewal of subvention will be considered annually, subject to satisfactory progress with the project and availability of funds). Activities proposed for subvention must meet a demonstrable demand from low-income groups and be of benefit to the community at large. Any subvention would be limited to a contribution towards the cost of staff and essential equipment. Students would still be expected to meet part of the cost of the course, though those from eligible families may in certain circumstances be assisted with their fees through the public assistance scheme.'

Non-profit-making voluntary organisations engaged in adult education are invited to formulate proposals for specific adult education activities for which they consider Government subvention to be desirable. The scheme may now extend to include : -

(a) labour education (including legal knowledge);

(b) pre-vocational training (i.e. basic courses in English, Chinese and Mathematics up to Form 3 level);

...../

(c) special education for physically or mentally handicapped adults;

(d) career education;

(e) pre-retirement/retirement education;

(f) adult education courses/activities on an experimental basis.

Proposals should be formulated according to the following guidelines :-

(a) In this context, Education Department services include those provided by the Technical Education Division as well as those provided by the Adult Education Section.

(b) Consideration will be limited to proposals for activities which are not already provided by the Education Department or for activities which, though already provided by the Education Department, do not meet current demand for places from eligible applicants.

(c) Proposed activities must meet a demonstrable public demand from low-income groups and be of benefit to the community at large.

(d) Such activities must be of a 'retrieval' nature, i.e. designed specifically to meet the needs of those who do not have the advantage of a strong formal education.

(e) Proposed activities should be provided on a strictly non-profit basis.

(f) Subvention can be considered only as a contribution towards the cost of staff directly engaged in the proposed activities and essential equipment.

(g) No project will be subvented unless students pay fees towards part of the cost of the course. (Students from families assisted by the public assistance scheme may apply to the Social Welfare Department for these fees to be taken account of in the Department's assessment of their needs.)

(h) Subvention will be considered on a project basis and not on a recurrent annual basis. A project, as defined in (i) below, will be considered only on the understanding that it is not designed to extend beyond a period of one year.

(i) A project is defined as an activity or series of closely related activities in the field of adult/continuing education, with specific objectives that can be achieved in one year.

(j) Renewal of subvention arrangements would be considered on an annual basis and be subject to satisfactory completion of the current agreed project, relative priority of other proposed projects and the continued availability of funds.

(k) Normally, each participating voluntary organization will be permitted to undertake one project only.

3. In presenting proposals for consideration, voluntary organizations should provide the following information in Application Form 2 :

(a) the title of the project/programme;

(b) a precise description of the nature of the project;

(c) the objectives of the project;

/ .....

(d) a description of the measures considered necessary to achieve these objectives;

(e) detailed programme contents;

(f) the duration and time-schedule of the project;

(g) the number and type of participants for whom the project is intended;

(h) the number and type of staff required to carry out the project and their rates of pay;

(i) the fees to be charged;

(j) the location(s) of the activities of the project;

(k) a statement of the probable budget of the project, given in as much detail as necessary and including an analysis of income and expenditure;

(l) any other relevant information.

4. To assist voluntary organisations in presenting this detailed information, two application forms (Forms 1 and 2) are attached.

5. It is emphasised that the purpose of this invitation is to find out which adult retrieval education activities proposed by non-profit-making volunt organizations merit subvention. The invitation does not constitute a definite offer. The success of an application will depend on a number of factors includi the availability of funds for this purpose (which cannot be guaranteed) and the suitability and feasibility of the proposals received.

6. When applications for subvention have been received from voluntary organizations they will be considered by the Subvention Sub-Committee of the Education Department.

(A. J. Reeve)
for Director of Education

Encls.

香港教育署

EDUCATION DEPARTMENT,
HONG KONG.

本署檔號 Our Ref.: ED 2075/80

20th January 1982.

Mr. Desmond Lee,
Hon. Secretary,
The Hong Kong Association for
Continuing Education,
2 Caine Road,
Hong Kong.

Dear Mr. Lee,

Adult Education Subvention Scheme for Voluntary Agencies

I refer to your letter dated 11th January 1982 requesting information on the Subvention Scheme, 1981/82.

In response to the invitation, through a press release, altogether 22 voluntary agencies expressed interest in participating in the above scheme and applied for a subvention. Attached herewith please find two separate lists (List A : list of 19 successful applicants and List B : list of 3 unsuccessful applicants).

You may wish to know that the total amount of commitment on a Hong Kong wide basis for the year 1981/82 is $1,022,000.00. Information regarding the opening date for applications for subvention in 1982/83 will be given later but we will ensure that agencies are given ample time to complete the appropriate form.

With best wishes to Miss Shak, yourself and your association,

Yours sincerely,

(A.J. Reeve)
for Director of Education

Encl.

c.c. Miss T. Shak, Chairman,)
H.K.A.C.E.) w/o encl.
)
Mr. P. Wei, SEO(AE), ED

Appendix VII

CURRICULUM

Definitions of "Curriculum"

(and a non-definition)

The following definitions are arranged in chronological order:-

1950:"This syllabus outlines one way of viewing an instructional program as a functioning instrument of education. The student is encouraged to examine other rationales and to develop his own conception of the elements and relationships involved in an effective curriculum." (Tyler,R. Basic Principles of Curriculum and Instruction.)

1962:"A curriculum contains a statement of aims and specific objectives;it indicates some selection and organization of content;it either implies or manifests some patterns of learning and teaching, whether because the objectives demand them or because the content of organization requires them. Finally, it includes a program of evaluation of the outcomes." (Taba, Hilda. Curriculum Development:Theory and Practice.)

1966:"Curriculum is the planned composite effort of any school to guide pupil learning toward pre-determined learning outcomes." (Inlow, G.M. The Emergent in Curriculum.)

1967:"Curriculum is all the planned experiences provided by the school to assist the pupils in attaining the designated learning outcomes to the best of their abilities."(Neagley, R.L. & Evans,N.D. Handbook for Effective Curriculum Development.)

1971:"A curriculum is the offering of socially valued knowledge, skills and attitudes, made available to students through a variety of arrangements during the time they are at school, college or university."(Bell, R. Thinking about the Curriculum.)

1974:"...the planned structuring of the educational ideals of a school in accordance with the psychological needs of the pupils, the facilities that are available, and the cultural requirements of the time."(Warwick, D. Curriculum Structure and Design.)

1975:"A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice."(Stenhouse, L. An Introduction to Curriculum Research and Development.)

1976:"...a curriculum is the formulation and implementation of an educational proposal, to be taught and learned within a school or other institution and for which that institution accepts responsibility at three levels, its rationale, its actual implementation and its effects." (Jenkins, D. & Shipman, M.D. Curriculum:An Introduction.)

FDR

W. F. Connell: "A Glossary of Curriculum Terms", *The Forum of Education*, XIV, 1, July 1955, pp. 16-22. Reprinted by permission of the editor.

The literature on curriculum development is now extensive and somewhat technical, and has, over the years, built up a vocabulary of its own. The following extract draws attention to a number of basic terms in this vocabulary.

The glossary which follows is an attempt to define and explain the terms commonly bandied about in discussion, and encountered in articles and books on the subject. The meanings given are those which, in the writer's judgment, are current among and acceptable to the more careful writers in the curriculum field whose research and point of view it is important for the intelligent teacher and administrator to understand.

curriculum: this is usually defined by writers on the subject as the whole sum of experience (q.v.) encountered in the school environment. It is thus broader than the syllabus; but, as the same writers also distinguish between the curricular and the co- or extra-curricular activities of the school, and, further, in the real body of their work, tend to analyse the curriculum as if it were the syllabus, no good purpose is served by trying to maintain a distinction between these two terms.

There are three kinds of curricula:

i *Subject curriculum*, which has the following distinguishing characteristics. (a) Certain bodies of subject-matter are arranged in a logical order to facilitate exposition and are called subjects, (b) these subjects are determined in advance of the school lesson or pupils' learning experience, (c) teaching and learning are for the most part channelled into these already organized fields. This is the commonest form of curriculum. To arrange it, the teacher or administrator puts together a number of topics (q.v.) of suitable quality and difficulty dealing with a generally agreed upon field, and calls the result a subject e.g. physics, French etc. The curriculum then consists of a suitable collection of subjects which may be studied separately or in relation to each other (v. correlation).

ii *Core curriculum* is not a group of subjects compulsory for all pupils (v. core of subjects). It is an arrangement of subject-matter according to the following principles: (a) the fundamental material to be studied consists of the rules, beliefs, facts, and methods of thinking that are shared by the society of which the particular school is part, (b) the study of this subject-matter is directed consciously towards the improvement of the society's beliefs, methods of thinking etc., (c) the subject-matter is arranged for study around current social prob-

learnt are determined and arranged in advance by the teacher; but the actual problems studied and the manner of their study are decided by joint planning between teacher and pupils which takes careful account of the present needs and interests of the pupils.

iii *Activity curriculum* has no set subject-matter for study; (a) it consists of things to be done, not things to be known—e.g. the pupil does not study the principles and history of telephonic communication, he makes and installs a telephone between two rooms and uses it; he does not study soil chemistry in a classroom, he grows jonquils for competition in the local show, (b) the activities undertaken by the pupils are determined by their felt needs and interests, (c) the curriculum is not set out in advance but develops from the joint planning of teacher and pupils as they follow the most fruitful leads offered by the pupils' needs and interests.

It is possible, but rare, to combine two or more of these curricula in the one school's programme e.g.

Secondary School
Years of School

Periods per Day	1st	2nd	3rd	4th	5th	6th
1		ACTIVITY CURRICULUM (pursuit of pupils' interests)				
2			CORE CURRICULUM			
3		(study of social trends and problems)				
4				Mod.	Langs.	
5	--- SUBJECT --			Maths.	& Sci.	
6		-- CURRICULUM		Phys.	Ed.	

activity: v. experience.

activity curriculum: also *activated curriculum*, v. curriculum.

area school: a primary school with several secondary classes formed by consolidating together a number of small rural schools of a particular area or district. In many instances the school's programme shows a special concern for the industries of the area in which it is situated e.g. in dairying country much time might be spent on the study of cattle suited to the district and on the best means of improving the local dairying industry. The more important this function becomes in the school's programme, the more does the area school tend to merge into a community school (q.v.).

broad-fields; v. *correlation.*

centre of interest: a classification of activities indicating, for different age, ability, and aptitude levels, those which the pupils are most likely to be interested in. Studies of children's interests classified in this way have sometimes been used as one of the bases for deciding the content of various curricula.

co-curricular activities: also called *extra-curricular activities.* These are activities which do not fit well into the development of any regular school subject, but which the school may desire to encourage. Sport, but not physical education when special periods are allotted for it, is usually regarded as a co-curricular activity. Other co-curricular activities may arise from special interests associated with school subjects e.g. play-reading, photography; with social activities e.g. discussion clubs, school dances; with hobbies e.g. stamp-collecting, coin-collecting etc.

common learnings: This term is used to describe the parts of a curriculum required of all pupils. In a subject curriculum it may be a core of subjects (q.v.), or a specially designed broad-fields programme (q.v.). In a core curriculum, the term common learnings may be regarded as a synonym for core curriculum. In an activity curriculum it would have to be developed, if at all, on the basis of commonly expressed interests.

community school: a school which deliberately tries to make the curriculum centre around the activities of the community which it serves. The relationship may be expressed in varying degrees: (a) the community's activities and occupations may constitute the chief subject matter for study in the school, (b) pupils may work in co-operation with adults in the community on problems of mutual concern, (c) the school may be organized into a community exemplifying the best trends in the outside community, (d) the school's work may be extended into the outside community in such a way that it becomes the initiator and planner of projects for community improvement.

concomitant learnings: also called *simultaneous* or *incidental learnings.* These consist chiefly of the attitudes, but also may include the knowledge and skill, absorbed unconsciously by pupils along with the subject matter being deliberately taught to them, e.g. in a French lesson the pupils may be expected to learn certain rules of grammar and items of vocabulary, but at the same time may also learn, from their teachers' approach, certain attitudes towards the French language and the French people, particular habits of work, and a store of information about various aspects of human behaviour. Concomitant learnings are often, for good or ill, the most lasting attitudes carried away from school by many pupils.

core curriculum: v. curriculum.

core of subjects: a group of subjects compulsory for all pupils in a given class or school. The subjects outside the core are usually referred to as *electives.* This should not be confused with the core curriculum (q.v.).

correlation: a device used in the subject curriculum whereby subjects are related to each other; also called *integration.* Correlation may be achieved (a) by teaching two or more subjects so that the relationship between the facts, principles, or ideas common to the different fields of study is shown; (b) by fusing two or more subjects into one subject. This is called the *broad-fields* approach. Sometimes these may be loosely unified e.g. by combining physics and chemistry into a subject called Physical Science or Combined Physics and Chemistry, or by combining geography, history, and civics into Social Studies. Sometimes they may be more thoroughly fused by picking out *themes* or fundamental concepts in several subjects and building a new subject based on these themes.

course of study: the details of subject matter to be studied in a given time or for a particular purpose; a formal statement of a curriculum arranged to show the desired sequence of study. It is put together in advance to show the work for the coming year, term etc. and is thus associated mainly with the subject curriculum. In the case of an activity curriculum there can be no course of study.

curriculum construction: the process of building a curriculum. This involves four things, (a) an examination of educational theory in general, and the purpose of the curriculum in particular, (b) a study of the ability and behaviour of the pupils to be educated and of the teachers who are to work with the curriculum, (c) a determination of the criteria upon which the subject-matter is to be selected, (d) the selection and arrangement of subject-matter. This work is usually done by a committee consisting of representatives of all the parties concerned with each of the above steps (v. also "curriculum council").

curriculum council: There is a growing tendency to enlist the services of a wide section of the community to help in the construction or revision of school curricula. A body thus formed may be referred to as a Curriculum Council, and may contain representatives of the teachers and administrators at all educational levels, of the business, industrial, and agricultural world, of community organizations and parent-teacher associations, of 'resource' persons from teachers' colleges and universities, and of leaders among the school pupils. The main function of the curriculum council is to arrive at commonly agreed upon lines of general policy by ensuring that thinking on the curriculum should be representative of the community as a whole.

curriculum laboratory: a building usually associated with a teacher-training institution or the headquarters of an educational authority, staffed by specialists in curriculum work, and equipped with offices, conference rooms, and materials of value in the study of curriculum problems. It is designed to act as a place (a) where individual teachers and groups can work on problems of curriculum planning under professional guidance, (b) where a professional staff can itself further fundamental curriculum research, (c) where curriculum materials can be stored and examined and new materials produced.

experience: an interaction between an organism and its environment in which the effects of the interaction are in some degree understood and appreciated. It differs from an *activity* which is a mere interaction between organism and environment without necessarily involving any understanding of the process. Much of the work done in some Activity curricula consists of experiences rather than activities.

experience unit: v. unit.

integration: v. correlation.

process unit: v. unit.

project: This term is commonly used to describe a topic concerning which pupils are required to do research, individually or in groups, independently of the teacher, and to present collectively at a given time the results of their investigations. It would be better to call this procedure a research unit (v. unit), and to reserve the term 'project' for the work which meets with the following criteria put forward by its originators, (a) the pupils and teacher jointly plan the work to be done, (b) the core of the work is to be found in a problem about which the pupils show some concern, (c) the solution of the problem is a co-operative activity in which each individual can see the way in which he is contributing to the overall picture.

resource unit: v. unit.

source unit: v. unit.

subject curriculum: v. curriculum.

syllabus: (pl. syllabuses) v. curriculum.

themes: v. correlation.

topic: an aspect of subject-matter organized around some central factor or principle. Most courses of study consist of a collection of topics concerned with some particular subject.

unit: This is to be distinguished from a topic by the greater sophistication of its approach. It is a division or aspect of subject-matter selected and developed with the intention of producing some pattern of behaviour or exercising some particular skill. Units are of three kinds: (a) *subject-matter units*, which are a body of closely related facts so organized and presented as to be able to effect some desired adaptation in the pupils' behaviour. The teacher's task in making and using a unit of this kind consists of (i) examining and stating its objectives in terms of personality adaptation, (ii) planning, as a preparation, the exploration of the pupils' knowledge, interests etc., (iii) selecting and presenting briefly and clearly the subject-matter to be assimilated, (iv) arranging appropriate activities for the assimilation of the material, (v) supervising the culmination or evaluation of the work done. Students of the history of education will recognize in the above five steps a modern version of the time-honoured Herbartian approach. Where the emphasis is placed upon the acquisition of subject-matter by research on the part of the pupil, the unit may be called a research unit; (b) *experience* or *process units* have as their central feature not the assimilation of subject-matter but the critical examination of human experience. They are designed around problems or matters of controversy to give exercise in clear thinking and methods of evaluation; (c) *resource* or *source units* consist of materials prepared not for pupils but for teachers. In essence a resource unit is a small handbook for the guidance of a teacher, containing information and reference to source material which it may be difficult for him normally to acquire, suggestions as to appropriate ways of using the information, and data concerning the kinds of questions pupils are likely to ask or the activities in which they may be interested relative to the topic under consideration.

work-book: is a kind of text-book covering a year's, or term's work in a subject, divided into a series of topics consisting of short outlines accompanied by exercises and self-testing devices which are normally answered in the blank pages and spaces of the work-book itself.

Appendix IX

Report of Sir Jack Carter's Speech.

FRIDAY, MARCH 5, 1982

Less work in future —Sir Jack

By DAWN LEONARD

Hongkong people should start thinking more about leisure and less about work, Sir Jack Cater, Hongkong's Commissioner in London, said yesterday.

Job-sharing, early retirement and shorter working weeks are "likely to be one of the facts of life to be faced in the 1990s," he warned.

Sir Jack was speaking on behalf of honorary graduates at the University of Hongkong's 115th Congregation.

In his speech, on "The University in Society," he urged education authorities to consider how people could be encouraged and educated towards using their leisure time in positive ways.

"All over the world, one of the most important social requirements is to have an occupation, a job: in Hongkong it is especially important.

"And yet, the time is not all that far distant when we, like a lot of the rest of the world, will have to begin to think in terms of job-sharing, and early retirement: of shorter working weeks.

"No doubt many in Hongkong, like me, would view this prospect with a certain degree of alarm: but this is not just a possibility, it is a probability and to some it is the inevitable future, given the present pace of progress in technology."

There was bound to be resistance to this, he said, and a matter of concern was the problem of how one should use one's "enforced leisure."

"We cannot claim that we have been taken by surprise."

With regard to the university's future courses, Sir Jack made a strong plea that these should be community oriented.

"We need more co-operation, more understanding between the universities, the Government and the professional and commercial world so as to ensure that such studies are carefully selected to provide the greatest benefit for the general community."

Sir Jack also felt that more effort was needed to coordinate higher education with job prospects.

University courses were criticised as having little relevance to what was required in the "outside" world.

"Students need to know not just the types of employment available and courses suitable to qualify for such employment, but they need to know too the salary they may expect and their prospects for the future.

"There needs to be greater responsiveness on the part of university authorities, matched by a willingness to provide information on the part of employers."

A "small" criticism Sir Jack had was that there were not enough female students at university because of possible discrimination.

"It seems to me that girls have yet to achieve full equality with the boys in terms of numbers; they — the girls — have already achieved equality, and sometimes better, in terms of academic standards and intellectual ability.

"Could it be that there is discrimination against the ladies?

"Is there fear of overwhelming feminine competition?"

Sir Jack hoped that men would be spurred on by the presence of "an increasing equality of numbers in the future."

The Chancellor, Sir Murray MacLehose, conferred an honorary Doctorate of Social Sciences on Sir Jack, and honorary Doctorate of Law degrees on Mr John Bremridge, Mr Lo Kwee-seong and Mr Rogerio Hyndman Lobo, and an honorary Doctorate of Letters on Professor Jao Tsung-i.

Appendix X

香港明愛
CARITAS — HONG KONG
明愛延續及成人教育服務
Caritas Continuing & Adult Education Service

Sample Letter

November 21, 1981

The Professor
Department of Education
University of Aberdeen
Scotland
England

Dear Sir,

As Workers in adult education my colleagues and I are interested to know the type of training courses for adult education teachers provided in your University, be they in:

- non-graduate certificates
- graduate certificates
- advanced diplomas or
- degree courses.

We appreciate having the relevant prospectuses with curricular details as soon as possible.

Thank you very much.

Yours faithfully,

Therese Shak (Miss)
Co-ordinator
Caritas Continuing and
Adult Education Service
CARITAS HONG KONG

香港堅道二號明愛大廈 香港郵箱三五二二號 電話：二四二〇七一內線二四六及二四七
CARITAS HOUSE, 2 CAINE ROAD, HONG KONG P.O. BOX 3522 CABLE: CARITAS, HONG KONG TELEPHONE 5-242071 EXT. 246 & 247

Appendix XI

List of Universities Responding to the Request

The 32 British Universities and 32 Canadian Universities written for prospectuses. Those marked by asterisks have responded to the request. Those with double asterisks have training programmes for adult education.

British

The Professor

Department of Education

U1	* University of Aberdeen
U2	* Bath University of Technology
U3	* University of Birmingham
U4	** University of Bristol
U5	Brunel University
U6	* University of Cambridge
U7	** University College of Cardiff
U8	* University of Dundee
U9	* University of Durham
U10	** University of Edinburgh
U11	* University of Exeter
U12	** University of Hull

U13	* University of Keele, North Staffordshire
U14	* University of Kent at Canterbury
U15	** University of Leeds
U16	** University of Leicester
U17	** University of Liverpool
U18	* University of London
U19	** University of Manchester
U20	** University of Nottingham
U21	* University of Oxford
U22	* University of Reading
U23	* University of Salford
U24	** University of Sheffield
U25	** University of Southampton
U26	University of St. Andrews, Scotland
U27	* University of Strathclyde, Glascow
U28	** University of Surrey
U29	* University of Sussex
U30	** University of Ulster
U31	University of Wales
U32	* University of York

Canada

The Dean

Faculty of Education

C1	* Acadia University
C2	** University of Alberta
C3	Bishop's University
C4	** Brandon University
C5	** University of British Columbia
C6	Brock University
C7	** University of Calgary
C8	Concordia University
C9	** Dalhousie University
C10	* Lakehead University
C11	Laurentian University
C12	University of Lethbridge
C13	** University of Manitoba
C14	** Memorial University of Newfoundland
C15	* Mcgill University
C16	* Mount Allison University
C17	* Mount St. Vincent University
C18	* University of New Brunswick
C19	* Nipissing University College

U20	** The Ontario Institute for Studies in Education
C21	* University of Ottawa
C22	* University of Prince Edward Island
C23	** Queen's University
C24	* University of Regina
C25	* Saint Mary's University
C26	University of Saskatchewan
C27	* Simon Fraser University
C28	St. Francis Xavier University
C29	** University of Victoria
C30	University of Western Ontario
C31	* University of Windsor
C32	* York University

Appendix XII

List of Course Titles from Training Programmes for Adult Education in Britain & Canadian Universities

British Universities

History & Concepts

Adult Education

Introduction to Adult Education

Adult & Continuing Education

History of Adult Education

Adult Education & the History of Ideas

History & Structure of Adult Education in British

Historical, Socialogical & Philophical Perspective

Adult Education in UK

British Adult Education

The Evolution of Adult & Post Secondary Education in England & Wales since 1800

Concepts & Theories in Education

Adult Education 20th Century Throughout

Recent Development in the Education of Adults

Adult & Continuing Education Development

Continuing Education in the Third World

Comparative Adult Education

Community Education

Industrial Society & Education

Sociology

Sociology of Continuing Education

Sociology of the Education of Adults

Social Backgrounds

Education and the Disadvantaged Adult

Education & Social Change

Continuing Education for 16-19 year age group

Social and Political Issues in Continuing Education

Education and Development

The Educational System & Development of Further Education

Adult Education & Development Societies

Education and Development

Educational Development and Planning

Rural Development in Emerging Countries

Further Education Studies

Social Economic & Educational Concepts

Philosophy

Educational Concept (Philosophy of Education)

Philosophy of Continuing Education

The Theory & Practive of Adult and Philosophy

Continuing Education : Class Community & Culture

The Context of Continuing Education

The Making of Scottish Educational Policy

Policy Issues in Adult Continuing Post Secondary Education

The Theory & Practice of Adult & Community Education: class, community and culture

Theory & Method of Adult & Post Secondary Education

Theory & Issues of Continuing Education

Allocation of Resources

Educational Policy & Planning in the Third World

Structure, Policy & Practice

Policy Studies in Adult & Post Secondary Education

Policy & Practice of Continuing Education

Administration

Organization Theory

Aspects of Administration

Organization of Adult Education Abroad

The Organization of Further Education

Administration in Continuing Education

The Organization & Development of Further Education

Organisation & Administration of Education

The Organization & Structure of Adult Continuing Education and Post Secondary Education

Social & Organizational Aspects of Adult & Community Education : Urban Politics and Community Development

Selection and Training of Junior Staff

Organization & Management of Adult & Post Secondary Education

Management & Theory

Administration of Adult Education in United Kingdom

Organization and Administration of Education

Observation of Administration

Organization & Management Theory

Educational Administration & Management

Educational Management & Organization

The Organization and Management of Adult Education

Organization & Planning

The Adult Learners

Psychology

Development Psychology

Social Psychology of the Classroom

The Psychology of Adulthood

Learning Psychology and Difficulties

Psychological Perspective on Adult Education

Cognitive, Educational & Social Development of Children

Adult Development & Learning

Psychology of Adult Learning

Psychological Aspects of Continuing Education

Social & Psychological Aspects of Adult Learning & Teaching

Psychology as a practical aid to teaching and learning

Adult Learner and Adult Learning

Adult Learning

Social Characteristics of Adult Students

Social Psychology of the Classroom

The Adult Learner, Psychological & Socialogical Perspective

The Psychology of the Adult Learner

Youth Studies

Programme Planning

Clear Thinking and Education Concepts

Curriculum

Curriculum Theory

Curriculum Studies

Curriculum Development in Continuing Education

Curriculum Innovation and Evaluation

Programme and Course Planning

The Writing of Education Objectives

Working Objectives in Adult Education

Methods of Teaching and Learning

Adult Learning & Teaching

Education Technology

Educational Practice in the Penal Environment

Group Dynamics

Home School & Work

Interpersonal Group Behaviour

Language and Learning

Learning & Intellectual Differences

Methods of Teaching Adults

Method in Adult Learning & Teaching

Methods in Continuing Education

Methods of Teaching other than the lesson

Teaching Methods

Teaching Practice

Teaching & Learning in Education and Training

Training

Communication

Communication Studies and Skills

Communication in Teaching and Training

Public Speaking Exercise

Teaching Techniques

Self-directed Learning

Audio-Visual Aids

Educational Aids

Introduction to Computer Course

Mass Media and Adult Education

Teaching & Learning Aids

The Media

The Use of Audio Visual

Evaluation

Assessment & Evaluation

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Assessment & Educational Measurement

Evaluation

The Planning & Evaluation of Courses

Counselling

Counselling

Guidance and Counselling

Special Types of Adult Education

Non-formal Education

Distance Education

Distance Teaching

Community Action

Community Education

Community Work

Adult Literacy Teaching

Literacy Work

Extension Work

Industrial Education

Health

Health Education

Liberal Education for Adults

Deviant Behaviour

Political Educational

The Organization of Prison Education

Vocational Training

Basic Adult Education

Practical Work

Visit of Observation to classes and activities

Visit to an Appropriate Military Training Estate

Visit to a Comprehensive School

Visit to a Primary School

Practical Lessons

Research Methods

Educational Research

Evaluation in Research Methods

Evidence & Educational Research

Methods of Educational Research

Research Method

Research Methodology

Research Method/Skills

Research Method Seminars

Statistics & Research Methodology

Techniques in Educational Research

General Reference

Dissertation

Canadian Universities

History and Concepts

Adult Education Concepts Theory & Practice

Perspective on Education (General)

Education Gerontology

Higher Education and Social Policy

Social Foundation of Continuing Education

Social Foundation of Higher Education

Topics in the Socialogy of Education

Socialogy of Education II

Socialogy of Adult Education

Social Foundations of Adult Learning

Social Responibility and the Adult Education

Youth as a Social Catagory

Comparative Adult Education

Comparative Studies in Adult Education (pt. I)

Comparative Studies in Adult Education (pt. II)

Comparative Studies in Continuing Education

Community Education and Development

Community Education Theory & Practice

Recent Development in Educational Foundation

The Development of Higher Education on Contempary Issues of Higher Education

Political Economy of Adult Education

Adult Education in Cross Cultural Contex

Issues in Professional Education

History & Philosophy of Life-long Learning

Adult Education

Continuing Education of Professional Personnel

Foundation in Continuing Education

Foundation of Adult Education

Introduction to Adult Education

Major Programmes & Issues in Adult Education

Outline of Adult Education

Principles of Adult Education

Seminar in Post Secondary Education

Seminar in Post Secondary Instruction

Seminar in Adult Education

The Modern Adult & His Education

Theory in Adult Education Principles Modes & Problems

Administration

Administration Area

Labour Relation in Public Education

Legal Liability of the Educator

Organization and Administration of Programme in Adult Education

Student Personnel Administration in Higher Education

The Future & the Adult Educators' Career

Administrative Patterns in Higher Education

System Approaches to Education Administration

Administration of Continuing Education

Administration of Further Education

Administrative Pattern in Continuing Education

Administration of Community Education

Community College Administration

Current Development: A, B, E Organization

Organization Theory

The Organization of Rural Society

The Adult Learners

Adult Psychology

Change Theory

Education in Aging

Personnal Change Path

Theories of Psychological Development During Adulthood

Educational Aspect of Adult Development

Psychology of Adult Learning

Adult Learning

The Adult as Learner

The Maturation Process in Adult Learning

Programme Planning

Advanced Seminar: Basic Processes in Facilitating Adult Education

Basic Processes in Facilitating Adult Education

Agriculture Economics: Extension Planning

Agriculture Economics: Programme Planning

Instructional Area

Programmes for Adult Education

Seminar in Education Planning

Curriculum Development

Instructional Design

Programme Planning

Programme Planning in Adult Education

Programme Design in Continuing Education

Methods of Teaching and Learning

Current Development: A, B, E Instruction

General Methods of Instruction of Adults

Learning & Teaching in Post Secondary Institute

Methods of Adult Education

Seminar in Adult Learning & Teaching

Small Group Experience & Theory

Extension Methods

Directed Individual Study

Interaction in Adult Education

Seminar: Educational Applications of Psychology of Communication

Mass Media in Adult Education

Application of Television and Film in Education

Self-guided Learning & Change

Counselling

Adult Counselling

Foundation of Adult Counselling

Guidancd/Counselling & Practician

Practician in Adult Counselling

Occupational Information Service & Career Development

The Social & Instructional Context of Adult Education Counselling

Special Types of Adult Education

Community Recreation

Parental Education for Family Living

Economics

Evolution, The Art and Education

Adult Basic Education

Adult Basic Education and Retraining

Special Tipics in Adult Education

Practical Work

Extended Practicum in Adult Education

Field Experience

Outdoor and Ethereatical Education

Practicum in Adult Education

Practicum in Continuing Education

Practicum in Organization Development

Practicum in Various Types of Community Centres & Govt. Agencis

Research Methods

Educational Statistics

Experiential Learning & Research in Adult Education

Individual Reading & Research in Adult Education (Master Level)

Individual Reading & Research in Adult Education (Doctorial Level)

Introduction to Educational Research

Methods of Inquiry in Adult Education

Research in Adult Education

Research Methodology

Theory & Research

General Reference

Dissertation

QUESTIONNAIRE FOR INTERVIEWS - List I

To: Directors or representatives of voluntary organizations receiving government subvention for adult education programmes.

Purpose: To obtain information on:

(a) The needs for adult education in Hong Kong,

(b) The need for trained adult educators in Hong Kong,

(c) Administrative arrangements and a curriculum for a university training programme for adult educators in Hong Kong.

PART A

(1) In your opinion what are the five most important educational needs of adults in Hong Kong:

(i) ____

(ii) ____

(iii) ____

(iv) ____

(v) ____

(2) Please comment on how well the needs you have mentioned have been met.

(i) ____

(ii) ____

(iii) ____

/(iv) .....

(iv) ____

(v) ____

(3) In your opinion how much responsibility does the government of Hong Kong have in providing adult education service to the public?

____

____

____

____

____

____

(4) Comment on the level of financial support for adult education provided by the government of Hong Kong.

____

____

____

____

____

____

(5) Are you able to identify any problems with the staff (not teachers) who are working in adult education in your organization?

____

/- 3 - .....

(6) Are you able to identify any problems with the teaching staff of adults in your organization?

(7) In your opinion what are some of the main differences between teaching secondary school aged students and teaching adults?

/(8) .....

(8) Please comment on the need for a corps of trained adult educators in Hong Kong, for now and in the future?

(9) Should the universities of Hong Kong provide training for adult educators?

(10) What is your opinion on the proposal that a separate department of adult education be set up in the School of Education in the University of Hong Kong to look after the needs of adult education in terms of training and research?

/- 5 - .....

(11) What do you think about the idea of having some basic courses in adult education to be incorporated in the existing teachers training programmes in the University of Hong Kong such as:

- Certificate in Education
- Advanced Diploma in Education
- Master Degree in Education

/Part B .....

PART B

Which of the following courses would you like your adult educators to have?

(Please first read through the list and then tick 10 from across all the categories, i.e. anywhere from the list.)

History and Concepts

- The History and Philosophical Concepts of Adult Education ☐
- Adult Education in the World Perspective ☐
- The Sociology of Adult Education ☐
- Adult Education and Societal Changes ☐
- Adult Education and Development ☐
- The Socio-economic Background Related to the Development of Adult Education in Hong Kong Past, Present and Future ☐
- The Philosophy of Work and Leisure ☐
- The Issues and Policies of Adult Education ☐

Administration

- The Career of an Adult Educator ☐

/The .....

- The Planning, Organizing and Managing of Adult Education Institutions ☐

The Adult Learners

- The Psychology of Adulthood and the Theory of Change ☐
- The Psychology of Adult Learning ☐
- The Adult Learner ☐

Programme Planning

- Methods of Identifying Adult Educational Needs ☐
- The Designing of Adult Education Curriculum and Activities ☐

Methods of Teaching and Learning

- The Multi-Methods of Adult Teaching and Learning ☐
- Communication Skills ☐
- Self-learning Techniques ☐
- The Use of Multi-Media as Adult Teaching and Learning Aids ☐

/Evaluation .....

Evaluation

- Assessment and Evaluation Methods ☐

Counselling

- Theory and Practice in Guidance and Counselling of Adult Learners ☐
- The Organization of Occupational Information and Career Guidance Service ☐

Special Types of Adult Education

- Distance Education ☐
- Community Work and Action ☐
- Literacy and Adult Basic Education ☐
- Education for the Elderly ☐
- Extension Work and Programmes ☐
- Industrial Education ☐
- Commercial Education ☐
- Consumer Education ☐
- Health Education ☐
- Family Life Education ☐
- Civic Education ☐
- Political Education ☐

/Prison .....

- Prison Education ☐
- Vocational Training Education ☐
- Continuing Professional Education ☐

Practical Work

- The Writing of Course Materials for Adult Learners ☐
- The Production of Audio Visual Aids for Adult Learners ☐
- Visits to Adult Education and Related Institutions ☐
- Observation of Classes and Activities ☐
- Curriculum and Programme Design Practices ☐
- Adult Teaching and Activity Practices ☐

Research Methods

- Basic Statistics ☐
- Research Methodology ☐
- Computer Concepts and Basic Programming ☐

/PART C .....

PART C

Please feel free to comment below on any other aspects of the development of Adult Education (especially those regarding the training of adult educators) in Hong Kong which you feel are important:

/PART D .....

PART D (To be used for analytical purposes. No individual will be identified in the dissertation or anywhere else.)

Name: Mr./Mrs./Miss ____________________

or Anonymous ☐

Sex:

Male	
Female	

Age:

Less than 30 years	
30 to 39	
40 to 49	
50 +	

Position:

Teaching	
Administration	

Experience: Teaching in Day School ________ years

in Evening School ________ years

in Degree Courses ________ years

in Extra Mural Courses ________ years

Administration in Day School ________ years

in Evening School ________ years

in University Department ________ years

in Extra Mural ________ years

/Have .....

Have you had a course of professional training? e.g.

Certificate Education ☐

Diploma Education ☐

Diploma Adult Education ☐

Other ______________________________

____

____

____

- THANK YOU VERY MUCH -

QUESTIONNAIRE FOR INTERVIEWS - LIST II

To: The teaching staff (excluding teaching consultants and assistant lecturers) of the School of Education in the University of Hong Kong.

Purpose: To obtain information on:

(a) The needs for adult education in Hong Kong,

(b) The need for trained adult educators in Hong Kong,

(c) Administrative arrangements and a curriculum for a university training programme for adult education in Hong Kong.

PART A

(1) In your opinion what are the five most important educational needs of adults in Hong Kong:

(i) ______________________________

(ii) ______________________________

(iii) ______________________________

(iv) ______________________________

(v) ______________________________

(2) Please comment on how well the needs you have mentioned have been met.

(i) ______________________________

____

/(ii) .....

(ii)

(iii)

(iv)

(v)

(3) In your opinion how much responsibility does the government of Hong Kong have in providing adult education service to the public?

(4) Comment on the level of financial support for adult education provided by the government of Hong Kong.

/- 3 - .....

(5) In your opinion what are some of the main differences between teaching secondary school aged students and teaching adults?

(6) Please comment on the need for a corps of trained adult educators in Hong Kong, for now and in the future.

(7) Should the universities of Hong Kong provide training for adult educators?

/- 4 - .....

(8) What is your opinion on the proposal that a separate department of adult education be set up in the School of Education in the University of Hong Kong to look after the needs of adult education in terms of training and research?

(9) What do you think about the idea of having some basic courses in adult education to be incorporated in the existing teachers training programmes in the University of Hong Kong such as:

- Certificate in Education
- Advanced Diploma in Education
- Master Degree in Education

/- 5 - .....

(10) How satisfied are you with the present arrangement of courses in the programmes mentioned in (9)?

(11) As a member of the teaching staff in the School of Education, do you think that the University should hire some new lecturer rank members to teach training programme in adult education?

/(12) .....

(12) Please list below the title of courses which you are currently teaching and those you could teach in the School of Education.

(a) ____________________

(b) ____________________

(c) ____________________

(d) ____________________

(e) ____________________

(f) ____________________

____

____

____

(13) Comment on the suitability of the courses mentioned above for inclusion in a training programme for adult educators:

(a) ____________________

(b) ____________________

(c) ____________________

(d) ____________________

(e) ____________________

(f) ____________________

____

____

____

/PART B .....

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PART B

(1) For the current Certificate in Education programme which of the following courses do you feel would be suitable for the elective components? (Please tick 3 only)

☐ The History of Philosophical Concepts of Adult Education
☐ The Sociology of Adult Education
☐ The Socio-economic Background related to the Development of Adult Education in Hong Kong Present, Past and Future
☐ Introduction to Lifelong Learning
☐ The Psychology of Adult Learning
☐ The Designing of Adult Education Curricula and Activities
☐ Communication Skills
☐ Theory and Practice in Guidance and Counselling of Adult Learners
☐ Assessment and Evaluation Methods
☐ Other (Please specify) ____________________

____

____

____

/(2) For .....

(2) For the current Advanced Diploma in Education programme which of the following courses do you feel would be suitable for an elective titled "Studies in Adult Education"?

(N.B. Required core courses: Method of Educational Enquiry, Principles of Education and Schools and School Curricula)

Please tick 6 only:

☐ Adult Education in the World Perspective
☐ The Issues and Policies of Adult Education
☐ Adult Education and Development
☐ The Career of the Adult Educator
☐ The Planning, Organizing and Managing of Adult Education Institutions
☐ The Adult Learner
☐ Methods of Identifying Adult Educational Needs
☐ The Multi-Methods of Adult Teaching and Learning
☐ Types of Adult Education
☐ Assessment and Evaluation Methods
☐ The Organization of Occupational Information and Career Guidance Service
☐ Research Methodology
☐ Other (Please specify) ______________________________

____

____

____

/(3) Please .....

(3) Please give your general comments on the idea of introducing a totally new programme titled "Certificate in Adult Education" at the same level as the Certificate in Education in the School of Education.

/PART C .....

PART C

Please feel free to comment below on any other aspects of the development of Adult Education in Hong Kong which you feel are important (especially those regarding the training of adult educators):

/PART D .....

PART D (To be used for analytical purposes only. No individual will be identified in the dissertation or anywhere else.)

Name: Mr./Mrs./Miss ____________________

or Anonymous ☐

Sex:

Male	
Female	

Age:

Less than 30 years	
30 to 39	
40 to 49	
50	

Position:

Teaching	
Administration	

Experience:

Teaching in Day School ________ years

in Evening School ________ years

in Degree Courses ________ years

in Extra Mural Courses ________ years

Administration in Day School ________ years

in Evening School ________ years

in Degree Courses ________ years

in Extra Mural Courses ________ years

in School of Education ________ years

Other ____________________ ________ years

- THANK YOU VERY MUCH -

Appendix XV

Questionnaire for Interviews - List III

March 1, 1982

Dear Colleague,

Which of the following courses would you like to have, were you to attend a training course in adult education?

(Please first read through the list and then tick 10 from across all the categories, i.e. anywhere from the list.)

History and Concepts

- The History and Philosophical Concepts of Adult Education ☐
- Adult Education in the World Perspective ☐
- The Sociology of Adult Education ☐
- Adult Education and Societal Changes ☐
- Adult Education and Development ☐
- The Socio-economic Background Related to the Development of Adult Education in Hong Kong Past, Present and Future ☐
- The Philosophy of Work and Leisure ☐
- The Issues and Policies of Adult Education ☐

Administration

- The Career of an Adult Educator ☐
- The Planning, Organizing and Managing of Adult Education Institutions ☐

/The .....

The Adult Learners

- The Psychology of Adulthood and the Theory of Change ☐
- The Psychology of Adult Learning ☐
- The Adult Learner ☐

Programme Planning

- Methods of Identifying Adult Educational Needs ☐
- The Designing of Adult Education Curriculum and Activities ☐

Methods of Teaching and Learning

- The Multi-Methods of Adult Teaching and Learning ☐
- Communication Skills ☐
- Self-learning Techniques ☐
- The Use of Multi-Media as Adult Teaching and Learning Aids ☐

Evaluation

- Assessment and Evaluation Methods ☐

Counselling

- Theory and Practice in Guidance and Counselling of Adult Learners ☐

/- The .....

- The Organization of Occupational Information and Career Guidance Service ☐

Special Types of Adult Education

- Distance Education ☐
- Community Work and Action ☐
- Literacy and Adult Basic Education ☐
- Education for the Elderly ☐
- Extension Work and Programmes ☐
- Industrial Education ☐
- Commercial Education ☐
- Consumer Education ☐
- Health Education ☐
- Family Life Education ☐
- Civic Education ☐
- Political Education ☐
- Prision Education ☐
- Vocational Training Education ☐
- Continuing Professional Education ☐

Practical Work

- The Writing of Course Materials for Adult Learners ☐

/- The .....

- The Production of Audio Visual Aids for Adult Learners ☐
- Visits to Adult Education and Related Institutions ☐
- Observation of Classes and Activities ☐
- Curriculum and Programme Design Practices ☐
- Adult Teaching and Activity Practices ☐

Research Methods

- Basic Statistics ☐
- Research Methodology ☐
- Computer Concepts and Basic Programming ☐

Any other suggestions:

/PART .....

PART C

Please feel free to comment below on any other aspects of the development of Adult Education (especially those regarding the training of adult educators) in Hong Kong where you feel are important:

/ The .....

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The following will be used for analytical purposes. No individual will be identified.

Name: Mr./Mrs./Miss ______________________________

or Anonymous ☐

Sex:

Male	
Female	

Age:

Less than 30 years	
30 to 39	
40 to 49	
50 +	

Position:

Teaching	
Administration	

Experience:

Teaching in Day School ________ years
in Evening School ________ years
in Degree Courses ________ years
in Extra Mural Courses ________ years
Administration in Day School ________ years
in Evening School ________ years
in University Department ________ years
in Extra Mural ________ years

/Have .....

Have you had a course of professional training? e.g.

Certificate Education ☐

Diploma Education ☐

Diploma Adult Education ☐

Other ____

____

____

____

I would appreciate very much if you could return the above to your school office immediately.

Thank you very much.

Yours sincerely,

Therese Shak (Miss)
Co-ordinator
Caritas Continuing and
Adult Education Service
CARITAS HONG KONG

TS/al

MASTERS STUDY IN ADULT AND EXTENSION EDUCATION

TEXAS A&M UNIVERSITY

The Adult and Extension Education Program offers a Master's Degree to interested and qualified students. The course of study for this degree has been designed to serve individuals desiring to improve their competency in working with adults as training specialists, program planners or evaluators, mid-management administrators, or other types of instructional personnel. The program is organized to maintain maximum flexibility in reaching the individual candidate's professional needs and interests.

Individuals from a number of agencies, institutions and programs have found the Master's Degree in Adult and Extension Education a viable avenue for their professional development. In the past, the degree has been proven to have applicability to personnel in the following career fields:

a. Cooperative Extension Service
b. Community Services and Agencies
c. Governmental Agencies
d. Colleges and Universities
e. Continuing Education Programs in Medical/Health Fields
f. Programs for Undereducated Adults
g. Programs for Older Adults
h. Military Centers
i. Religion Education
j. Business and Industry
k. Correctional Education
l. Volunteer Agencies, including Youth Agency Administration

However, it remains the applicant's responsibility to examine the appropriateness of a Master's Degree in Adult and Extension Education to his or her career goals.

Admission to the Program

Admission to the master's study program will be contingent upon meeting the requirements of the Graduate College at Texas A&M University plus attaining the approval of the Adult and Extension Education program admissions committee. Items considered for admission will include the following for each applicant:

a. a bachelor's degree from a college or university of recognized standing;

b. attainment of a minimum grade-point-ratio of 2.5 (4.0 system) during the bachelor's degree work;

c. attainment of acceptable scores (total of 800) on the aptitude section of the graduate record examination;

d. willingness of a member of the Graduate Faculty to serve as advisor;

e. professional goal(s) commensurate with Adult and Extension Education are desirable.

In accordance with established regulations, no more than eight semester hours taken before full admission to the Graduate College can apply toward a degree. Prior to completing 15 semester hours, the individual must have an approved degree plan on file in the Graudate College, Texas A&M University.

Master of Education Requirements

1. Admission
   a. GRE total 800
   b. GPR 2.5
2. Residence
   Twelve semester hours taken on the main campus.
3. Program
   a. A minimum of 36 semester hours beyond the bachelor's degree.
   b. Required courses stressing the role held or desired, its theory and duties, and interpretation of relevant research.

Master of Science (Thesis) Requirements

1. Admission
   a. GRE total 800
   b. GPR 2.5
2. Residence
   Nine hours taken on the main campus during one semester or two consecutive summer terms.
3. Program
   a. A minimum of 32 semester hours beyond the bachelor's degree.
   b. Required courses stressing the role held or desired, its theory and duties, and interpretation of relevant research.

c. One or two supporting fields outside the major depending on the background and career goals of the individual.	c. One supporting field outside the major, depending on the background and career goals of the individual.
4. Thesis a. NO THESIS	4. Thesis a. Thesis will demonstrate the student possesses basic knowledge and skills in conducting and reporting research. 9
5. Examinations a. Final oral exam	5. Examinations a. Final oral exam (including the defense of thesis)

A Master of Science degree with a non-thesis option is also available.

The main difference between this degree and the two offered above are:

1. A minimum of 36 semester hours must be completed, 24 of which must be in the major department with a minimum of six semester hours in a supporting field;
2. Students cannot include 691 (Research) courses on their degree programs.

Appendix XVII

Enrollment Statistics taken from Hong Kong Annual Reports and Caritas Annual Reports

	Extra-Mural H.K. U.		Extra Mural Chinese U		H.K. Polytechnic part-time course		Adult Ed. Section (Government)		Private Section		Caritas Adult Education	
	Enrollment	% increase	Enrollment	% increase	Enrollment	% increase	Enrollment	% increase	Enrollment	% increase	Enrollment	% increase
1972 - 73	5,630		15,609		10,890		37,893		28,159		9,409	
1973 - 74	6,268	11%	18,778	20%	12,400	14%	41,723	10%	33,938	21%	11,368	21%
1974 - 75	9,017	44%	19,659	5%	14,188	14%	27,042	Poly Excluded	35,586	5%	13,895	22%
1975 - 76	11,000	22%	29,426	50% TV included	16,762	18%	29,730	10%	35,351	-1%	16,831	21%
1976 - 77	13,336	21%	22,240	-30% TV decline	17,948	7%	30,097	1%	36,748	4%	20,507	22%
1977 - 78	14,513	9%	29,934	35%	25,001	39%	37,450	24%	37,831	3%	23,563	15%
1978 - 79	17,032	17%	24,144	- 19%	27,065	8%	39,930	7%	40,295	7%	28,685	22%
1979 - 80	20,032	18%	31,112	29%	25,839	-5%	40,819	2%	48,013	19%	38,897	36%
1980 - 81	20,000	-2%	31,112	0%	18,100	-30%	44,272	8%	51,493	7%	44,570	16%
1981 - 82	23,000	15%	31,867	2%	20,500	13%	46,412	5%	59,542	16%	49,447	11%

1981 - 82 Total = 230,768

Appendix XVIII

List of Universities with Training Courses
for
Adult Education

U4 University of Bristol
- i) University Diploma in Adult Education

U7 University College, Cardiff (Wales)
- i) Postgraduate Certificate in Education (Further Education)
- ii) Certificate in Education (Further Education) In-Service Course, Common Course for both degree and non-degree

U10 University of Edinbourgh
- i) Diploma/M. Sc. in Community Education
- ii) Master Degree in Education
- iii) Doctoral Degree of Philosophy

U12 University of Hull
- i) Diploma in Adult & Continuing Education
- ii) Bachelor of Arts (Education)
- iii) Master of Arts
- iv) Master of Education
- v) Master of Philosophy
- vi) Doctor of Philosophy

U15 University of Leeds
- i) Diploma in Adult & Continuing Education

ii) Master of Philosophy

iii) Doctor of Philosophy

U16 University of Leicester

i) Master of Educational Studies Course : Adult & Community Education

ii) Doctor of Philosophy

U17 The University of Liverpool

i) Certificate in Adult Education

ii) Diploma in Adult Education

iii) Master of Education (Adult & Continuing Education)

iv) Master of Philosophy

v) Doctor of Philosophy

U19 University of Manchester

i) Diploma in Adult Education

ii) The Degree of M. Ed. in Adult and Community Education

U20 University of Nottingham

i) The Diploma in Adult Education

ii) Master of Education

iii) Master of Philosophy

iv) Doctor of Philosophy

24 University of Sheffield

  i) Master of Education in Continuing Education

  ii) Diploma in Adv. Educational Studies

25 University of Southampton

  i) Diploma in Advanced Educational Studies : Adult and Community Education

28 University of Surrey

  i) Post Graduate Certificate in the Education of Adults

  ii) Advanced Diploma/M. Sc. in Educational Studies

30 University of Ulster

  i) Diploma in Continuing Education

  ii) Master of Arts in Adult & Continuing Education

C2 University of Albert

- Graduate Diploma in Adult Education (pt. or full time)
- Master Degree with concentration in Adult Education
- Doctorate Degree with concentration in Adult Education

C4 Brandon University

- Bachelor of Education (with Major in Adult Education) one year

C5 The University of British Columbia

- Master of Arts in Adult Education
- Master of Education in Adult Education

- Doctor of Education in Adult Education
- Master of Science in Agricultural Extension

C7 University of Calgary

- Diploma in Adult & Community Education
- Master Degree (with Specialization in Community Education)

Non-credit Course for Adult Educators

C9 Dalhousie University

- Master Degree in Continuing Education

C13 The University of Manitoba

- An Advanced Certificate in Education in Professional Development and Continuing Education
- M. Ed. Degree in Adult & Post-Secondary Education

C14 Memorial University of New Foundland

- Certificate Programme in Adult Teacher Education (seeking senate approval)

C20 The Ontario Institute for Studies in Education

- Certificate in Adult Education (non degree)
- Master of Education with Specialization in Adult Education
- Off-campus Course (Cert. Ad. Ed. & M. Ed. Students only)
- Master of Education with Specialization in Adult Education & Counselling

- Master of Arts with Specialization in Adult Education
- Doctor of Education with Specialization in Adult Education
- Doctor of Philosophy with Specialization in Adult Education

C23 Queen's University

- ½ elective in B. Ed.
- ½ elective in M. Ed.

C29 University of Victoria

2 courses in Faculty of Education

- Adult Counselling
- Adult Education : Concepts, Theory and Practice

DIPLOMAS AND CERTIFICATES

Regulations for the Certificate in Education (Cert. Ed.)

N.B. Regulations relating to programmes of both part-time and full-time study, leading to the Certificate in Education, are retained, although the operation of the full-time programme has been suspended and only programmes of part-time study are currently offered.

Ed 1. To be eligible for admission to the courses leading to the Certificate in Education a candidate shall

(a) comply with the General Regulations; and

(b) be a holder of a Bachelor's degree of this University or of another qualification of equivalent standard from another university or comparable institution.

Ed 2. To be eligible for the award of the Certificate in Education a candidate shall

(a) comply with the General Regulations; and

(b) complete the curriculum and satisfy the examiners in accordance with the regulations set out below.

Ed 3. The curriculum shall extend over one academic year of full-time study or not less than two and not more than three academic years of part-time study as prescribed by the Board of Studies of the School of Education and shall include an examination of the written presentations required for assignments in each of the prescribed courses and in practical teaching.

Ed 4. To complete the curriculum a candidate shall

(a) follow instruction on the syllabuses prescribed and complete all written and such practical work as may be required;

(b) satisfy the examiners in the written and/or oral presentations required for assignments in two courses in the methods and practices of teaching, in a course in using English as a medium of instruction, and in *one* of the courses in each of the following sections:

(i) Principles of Education
(ii) Psychology of Education
(iii) Sociology of Education and Comparative Study of Systems of Education
(iv) Curriculum Study and Educational Technology
(v) Elective studies to be offered from a list to be published at the commencement of each academic year.

(c) satisfy the examiners of his/her fitness in practical teaching during one or more periods of teaching under supervision; such periods shall:

(i) for a part-time candidate who is serving as a full-time teacher in a Hong Kong school, extend over the period of the curriculum;
(ii) for any other candidate, comprise a total of not less than four weeks and not more than eight weeks, as prescribed by the Board of Studies of the School of Education; and

(d) satisfy the examiners in any oral examination which the examiners may prescribe.

Ed 5. The examiners shall take into account continuous assessment of the candidate's performance in completing all the requirements of the curriculum including participation in field, laboratory or practical work, as the case may be. The examiners may also prescribe an oral examination.

Ed 6. A candidate who has failed to satisfy the examiners in not more than two courses may present himself for examination in one three-hour written paper in the following August or September in each of the courses in which he has failed.

Ed 7. A candidate who has failed to satisfy the examiners in more than two courses or in at least one paper in the August or September examination may present himself in the following May for a written examination comprising six three-hour papers, each paper relating to one course.

Ed 8. A candidate who has failed to satisfy the examiners in his practical teaching may present himself for re-examination within one academic year of his first attempt.

Ed 9. A candidate who has failed to satisfy the examiners in more than two courses, or in at least one paper in the August or September examination, and who has also failed in practical teaching shall not be permitted to sit the written examination in the following May or to present himself for re-examination in practical teaching; and shall not be re-admitted to the curriculum unless special permission is given.

Ed 10. The names of successful candidates shall be published alphabetically. A candidate who has shown exceptional merit may be awarded a mark of distinction which shall be recorded in the candidate's certificate.

Regulations for the Advanced Diploma in Education (Adv.Dip.Ed.)

Ed 11. To be eligible for admission to the courses leading to the Advanced Diploma in Education a candidate shall

(a) comply with the General Regulations;

(b) be a holder of

(i) a Bachelor's degree of this University or another qualification of equivalent standard from this University or from another university or comparable institution accepted for this purpose; and

(ii) the Certificate in Education of this University or another qualification of equivalent standard accepted for this purpose;

and

(c) produce evidence of having undertaken the practice of education for at least two years.

Ed 12. To be eligible for the award of the Advanced Diploma in Education a candidate shall

(a) comply with the General Regulations; and

(b) complete the curriculum and satisfy the examiners in accordance with the regulations set out below.

Ed 13. The curriculum shall extend over thirty-six weeks of part-time study in not less than one, and not more than two academic years, with a minimum of 216 hours of prescribed work, and shall include an examination of the written presentations required for assignments for each of the prescribed courses.

Ed 14. To complete the curriculum a candidate shall

(a) follow instruction on the syllabuses prescribed and complete all written and such practical work as may be required;

(b) satisfy the examiners in the written presentations required for assignments in each of the following courses in the manner prescribed in these regulations:

81301. *Principles of education*
81302. *Methods of educational enquiry*
81303. *Schools and school curricula*
One main course selected from a list approved by Senate in the year preceding admission of the candidate to the curriculum;[1]

(c) satisfy the examiners in any oral examination which the examiners may prescribe.

Ed 15. The examiners shall take into account continuous assessment of the candidate's performance in completing all the requirements of the curriculum including participation in field, laboratory or practical works, as the case may be. The examiners may also prescribe an oral examination.

Ed 16. *(a)* A candidate who has failed to satisfy the examiners in his main course or in not more than two other courses in which he has failed may repeat the assignments for the course or courses and submit new written presentations for re-examination within a period of twelve months from the date of his first failure and if he should fail to satisfy the examiners again shall be required to discontinue his studies;

(b) A candidate who has failed to satisfy the examiners in his main course and one other course or in more than two courses other than the main course shall be required to discontinue his studies.

Ed 17. The names of successful candidates shall be published alphabetically. A candidate who has shown exceptional merit may be awarded a mark of distinction.

---

[1] In 1981-82 the list of main courses will be (i) 81313. *The management of education,* (ii) 81307. *The teaching of English as a foreign language,* and (iii) 81309. *Studies in teaching and learning.*

Regulations for the Degree of Master of Education (M.Ed.)

Ed 18. *Admission requirements*

To be eligible for admission to the courses leading to the degree of Master of Education a candidate

(a) shall comply with the General Regulations;

(b) shall hold

- (i) a Bachelor's degree of this University *or* another qualification of equivalent standard from this University or from another university or comparable institution accepted for this purpose; and
- (ii) the Advanced Diploma in Education of this University *or* another qualification of equivalent standard from another university or comparable institution accepted for this purpose;

and

(c) shall satisfy the examiners in a qualifying examination if required.

Ed 19. *Qualifying examination*

(a) A qualifying examination may be set to test the candidate's formal academic ability or his ability to follow the courses of study prescribed. It shall consist of one or more written papers or their equivalent and may include a project report.

(b) A candidate who is required to satisfy the examiners in a qualifying examination shall not be permitted to register until he has satisfied the examiners in the examination.

Ed 20. *Award of degree*

To be eligible for the award of the degree of Master of Education a candidate

(a) shall comply with the General Regulations; and

(b) shall complete the curriculum and satisfy the examiners in accordance with the regulations set out below.

Ed 21. *Length of curriculum*

The curriculum shall extend over thirty-six weeks of part-time study in not more than two academic years, with a minimum of 216 hours of prescribed work and shall include an examination comprising not less than three and not more than six written and/or practical assignments.

Ed 22. *Completion of curriculum*

To complete the curriculum, a candidate

(a) shall follow courses of instruction in the field of study related to the main course he had taken successfully for the Advanced Diploma in Education, and complete satisfactorily all prescribed written and such practical work as may be required;

(b) shall complete and present a satisfactory dissertation on a subject within his approved field of study; and

(c) shall satisfy the examiners in at least three and not more than six written and/or practical assignments as required.

The examiners may also prescribe an oral examination.

A candidate who is not a holder of the Advanced Diploma in Education of this University shall follow courses of instruction in a field of study related to one of the main courses offered in the Advanced Diploma in Education curriculum in a previous year or in a field of study related to a comparable course accepted for this purpose.

Ed 23. *Title of dissertation*

The title of the dissertation shall be submitted for approval before the commencement of the nineteenth week of study, and the dissertation shall be presented not more than two months after the end of the thirty-sixth week of study. The candidate shall submit a statement that the dissertation represents his own work (or in the case of conjoint work, a statement countersigned by his co-worker, which shows his share of the work) undertaken after registration as a candidate for the degree. The examiners may also prescribe an oral examination on the subject of the dissertation.

Ed 24. *Examinations*

(a) A candidate who has failed to satisfy the examiners in not more than two written and/or practical assignments but has presented a satisfactory dissertation and has satisfactorily completed the prescribed written and practical work as required may be permitted to present himself for re-examination in these assignments within one academic year of his completion of the thirty-sixth week of study. If he fails again to satisfy the examiners he shall be required to discontinue his studies.

(b) A candidate who has presented an unsatisfactory dissertation but has satisfied the examiners in all written and practical assignments and has satisfactorily completed the prescribed written work and practical work as required, may be permitted to revise the dissertation and to re-present it within one academic year of his completion of the thirty-six weeks of study. A candidate who has failed to satisfy the examiners in one written or practical assignment and has presented an unsatisfactory dissertation but has satisfactorily completed the prescribed written work and practical work as required, may be permitted to present himself for re-examination in the assignment in which he has failed and to revise the dissertation and re-present it within one academic year of his completion of the thirty-sixth week of study. If he fails again to satisfy the examiners he shall be required to discontinue his studies.

Ed 25. *(a)* A candidate who has failed to satisfy the examiners in more than two written and/or practical assignments and has presented a satisfactory dissertation, or a candidate who has failed to satisfy the examiners in two written and/or practical assignments and has presented an unsatisfactory dissertation shall be deemed to have failed and shall be required to discontinue his studies.

(b) A candidate who has not satisfactorily completed the written work and practical work as required by the end of his thirty-sixth week of study shall be required to repeat all or any part of that written and practical work by a specified date and if he fails again to complete this work satisfactorily he shall be required to discontinue his studies.

Ed 26. *Examination results*

At the conclusion of the examination, and after presentation of the dissertations, the names of successful candidates shall be published alphabetically. A candidate who has shown exceptional merit may be awarded a mark of distinction.

Appendix XXII

中原電器行有限公司
CHUNG YUEN ELECTRICAL CO., LTD.

Harbour Commercial Building, 1st Fl.,
122-124, Connaught Road. C., H. K. TEL. 5-431227
105, Des Voeux Road. C., Hong Kong. TEL. 5-445188
574 Nathan Road, Mongkok, Kowloon. TEL. 3-300311
238 Dock-2, Ocean Terminal, Kowloon. TEL. 3-678045
21, Tai Wan Road. G/F. Hung Hom Kln. TEL. 3-642276

香港干諾道中海港商業大厦一樓
香港中區德輔道中105號
九龍旺角彌敦道574號
九龍海運大厦上層238號
九龍紅磡大環道21號地下

Cable:
"ELERADIOCY"
Hong Kong

Telex:
76281 LBC HX

QUOTATION

Caritas
Miss Shek.

Our Ref:
Your Ref:
Date: 28/5/82.

Dear Sirs,

We have pleasure to quote you as follows:—

項目 Item	摘要 DESCRIPTION	數量 Quantity	單價 Unit Price	金額 Amount HK $
	Sony Model HVC-2000PE Portable Color Camera	1 set		5,300.00
	Sony Model SL-3000E Portable Betamax Video Recorder	1 set		5,050.00
	Sony Model SL-C7 Video Betamax Recorder	1 set		5,750.00
	Sony Model KV-1842HK Color Television	1 set		2,845.00
	Cat-Kit 3 Portable Lighting Kit with lamps	1 set		3,480.00
				$22,425.00
	E. & O. E.			

Prices :- Net

Delivery :-

Terms :- C.O.D.

The above quotation, if not accepted within 30 days, may be subject to change without notice.

Trusting to be favoured with your esteemed order, we remain,

Yours faithfully,

SONY
CHUNG YUEN ELECTRICAL CO., LTD.

415/bv

[illegible]

C

Appendix XXIII

List of Successful Applicants
Subvention Scheme, 1981/82

Miss T. Shak,
The Co-ordinator & Supervisor,
Caritas Practical Evening School,
Caritas House,
2 Caine Road,
Hong Kong.

Dr. Nelson Chow,
The Chairman,
Christian Family Service Centre,
3, Tsui Ping Road,
Kwun Tong,
Kowloon.

Mr. Lam Wing Lui,
The Chairman,
Industrial Relations Institute,
41, Man King Lau, 2/F.,
Ferry Point,
Jordan Road,
Kowloon.

Dr. L.K. Ding,
The Chairman,
Junk Bay Medical Relief Council,
c/o Haven of Hope Hospital,
Po Lam Road,
Junk Bay,
New Territories.

Rev. Yuen Tin Yau
The Centre-in-charge,
Kwun Tong Methodist Centre,
251, Ngau Tau Kok Road,
Kwun Tong,
Kowloon.

Rev. Mary Au,
The Chief Executive,
Sheung Kung Hui Kindly Light Church,
Man Ning Building,
57 Yuk Wah Crescent,
Blk. C, 3/F.,
Tsz Wan Shan,
Kowloon.

Fr. Bosco U,
The Supervisor,
St. Francis of Assisi's Evening School,

Rev. Lo Lung Kwong,
The Centre-in-charge,
The Methodist Epworth Village Community Centre,
c/o P.O. Box 44050,
Shaukiwan Post Office,
Hong Kong.

Mr. Kam Wai Kee,
The Chairman,
Industrial Evangelistic Fellowship,
316B, Ki Lung St., 1/F.,
Shamshuipo,
Kowloon.

Miss T. Shak,
The Service Co-ordinator,
Caritas Centre for Further & Adult Education,
(Caine Rd. Day School),
Caritas House,
2-16 Caine Road,
Hong Kong.

Miss T. Shak,
The Co-ordinator & Supervisor,
Caritas Centre for Further & Adult Education,
(Tuen Mun Night School),
Lot 111, Shek Pai Tau Rd.,
Tuen Mun,
New Territories.

Miss Therese Shak,
The Co-ordinator & Supervisor,
Caritas Rotary Adult Education Centre - Sau Mau Ping/and Night School,
Unit 10-11, Block 28,
Sau Mau Ping Estate,
Kowloon.

Miss T. Shak,
The Co-ordinator & Supervisor,
Caritas Adult Educational Centre (Cheung Chau),
Lung Tsai Tsuen,
Cheung Chau,
N.T.

Miss T. Shak,
The Co-ordinator & Supervisor,
Caritas Adult Education Centre,
(Aberdeen - Night School),
20, Tin Wan Street,
Aberdeen,
Hong Kong.

Miss T. Shak,
The Co-ordinator & Supervisor,
Caritas Centre for Further & Adult Education
(Kennedy Town),
27 Pokfield Road,
Kennedy Town,
Hong Kong.

Mrs. Lam Wong Man Hing,
The Chairman,
Hong Kong Young Women's Christian Association,
1 Macdonnell Road,
Hong Kong.

Sister M. Aquinas,
The Chairman,
Society for the Aid & Rehabilitation of Drug Abusers,
Duke of Windsor Social Service Building,
15 Hennessy Road, 3/F.,
Hong Kong.

Dr. E.H. Paterson,
The Medical Superintendent,
United Christian Medical Service,
130, Hip Wo Street,
Kwun Tong,
Kowloon.

Mr. Simon K.Y. Lee,
The Chairman,
The Hong Kong Society for the Deaf,
901, Duke of Windsor Social Service Building,
15, Hennessy Road,
Wanchai,
Hong Kong.

Appendix XXIV

Demography of the Directors or Representatives of Voluntary Organizations receiving government subvention for Adult Education Programmes

Name	- Given	Anonymous	
	11	5	
Sex	- Male	Female	
	9	7	
Age	- Less than 30		4
	30 - 39		9
	40 - 49		2
	50 +		1
Position	- Teaching		1
	Administration		15
Experience	- Teaching		Persons
	Day School		16
	Evening School		8
	Degree Courses		3
	Extra Mural		4
	Administration		
	Day School		7
	Evening School		10
	Degree Courses		1
	Extra Mural		0

Professional Training	Persons
Certificate in Education	7
Advanced Diploma in Education	1
Diploma in Adult Education	1
Others	5
Nil	4

Appendix XXV

List of Teaching Staff (excluding teaching consultants and assistant lecturers) in the School of Education, University of Hong Kong

1	*	Professor M. A. Brimer
2	*	Professor B. L. Cooke
3	+*	Dr. R. F. Simpson
4	*	Mr. H. S. McNair
5	Q	Mr. P. D. Reynolds
6	Q	Mr. R. K. Johnson
7		Mr. A. E. Sweeting
8	+*	Dr. H. O. Brown
9	Q	Dr. P. T. K. Tam
10	*	Mr. M. K. Summers
11	Q	Mr. A. R. Marsh
12	Q	Mr. Y. L. Cheung
13		Ms. A. Hughes
14		Mr. P. J. T. F. Morris
15	Q	Dr. J. B. Holbrook
16	Q	Mrs. C. M. Speak
17	+*	Mr. Y. L. Hon
18	+*	Mr. J. P. Gibbons
19		Dr. S. Opper
20	Q	Dr. D. J. Thom

21 +* Dr. P. E. Griffin

22 Q Dr. G. A. Postiglione

23 Q Dr. A. V. Petersen

* Those interviewed without the questionnaire

+ Those interviewed without the questionnaire but later responded to the questionnaire

Q Those interviewed with the questionnaire

Appendix XXVI

Demography of the Teaching Staff in the School of Education (Hong Kong University) who responded to the questionnaire

Name	- Given	Anonymous	
	13	2	
Sex	- Male	Female	
	14	1	
Age	- Less than 30		1
	30 - 39		4
	40 - 49		7
	50 +		3
Position	- Teaching		15
	Administration		4
Experience	- Teaching		Persons
	Day School		14
	Evening School		8
	Degree Courses		9
	Extra Mural		7
	School of Education		15
	Administration		
	Day School		5
	Evening School		2
	Degree Courses		4
	Extra Mural		2

Appendix XXVII

List of Centres

from which the Teacher Respondents were drawn

1) Caritas Adult Educational Centre - Aberdeen (Day School)
2) Caritas Adult Educational Centre - Aberdeen (Night School)
3) Caritas Adult Educational Centre - Cheung Chau (Night School)
4) Caritas Adult Educational Centre - Sau Mau Ping (Day School)
5) Caritas Adult Educational Centre - Sau Mau Ping (Night School)
6) Caritas Adult Educational Centre - Tsuen Wan (Night School)
7) Caritas Bianchi College of Careers (Day School)
8) Caritas Bianchi College of Careers (Night School)
9) Caritas Centre for Further & Adult Education - Caine Road Day School
10) Caritas Centre for Further & Adult Education - Caine Road Night School
11) Caritas Centre for Further & Adult Education - Kennedy Town Day School
12) Caritas Centre for Further & Adult Education - Kennedy Town Night Shcool
13) Caritas Centre for Further & Adult Education - Kowloon Day School
14) Caritas Centre for Further & Adult Education - Kowloon Night School

15) Caritas Centre for Further & Adult Education - Shatin Night School

16) Caritas Centre for Further & Adult Education - Tuen Mun Night School

17) Caritas Practical Evening School

Appendix XXVIII

Demography of Teacher Respondents

Name	- Given	Anonymous
	52	44
Sex	- Male	Female
	48	48
Age	- Less than 30	72
	30 - 39	21
	40 - 49	3
	50 +	0
Position	- Teaching	96
	Administration	10
Experience	- Teaching	Persons
	Day School	43
	Evening School	53
	Degree Courses	0
	Extra Mural	3
	Administration	
	Day School	5
	Evening School	4
	University	0
	Extra Mural	0

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Professional Training	Persons
Certificate in Education	15
Diploma in Education	5
Diploma in Adult Education	0
Others	14
Nil	62

Appendix XXIX

Breakdown Costs according to 1982 Salary Scale and Prices

2 full-time lecturer rank staff = HK$434,760

1 clerk I = 71,340

Audio Video Equipment = 22,425

Library = 55,200

Space = 3,930

Publicity and other programme expenses = 15,000

Total = HK$602,655

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